

Key Issue:

Improving the Preparation of School and District Leaders

All resources contained within the TQ Tips & Tools documents have been reviewed for their quality, relevance, and utility by TQ Center staff and three content-area experts. These experts usually have a policy, practice or research background. The strategies and resources are provided to help regional comprehensive center and state education agency staff to be aware of the initiatives, programs or activities taking place in other settings. Our provision of the links to these resources should not be considered an endorsement but a qualified suggestion that they be considered as an option to study and/or pursue given the needs and context of the inquiring region, state, or district. Evidence of the impact of initiatives, programs or activities is provided where available or appropriate.

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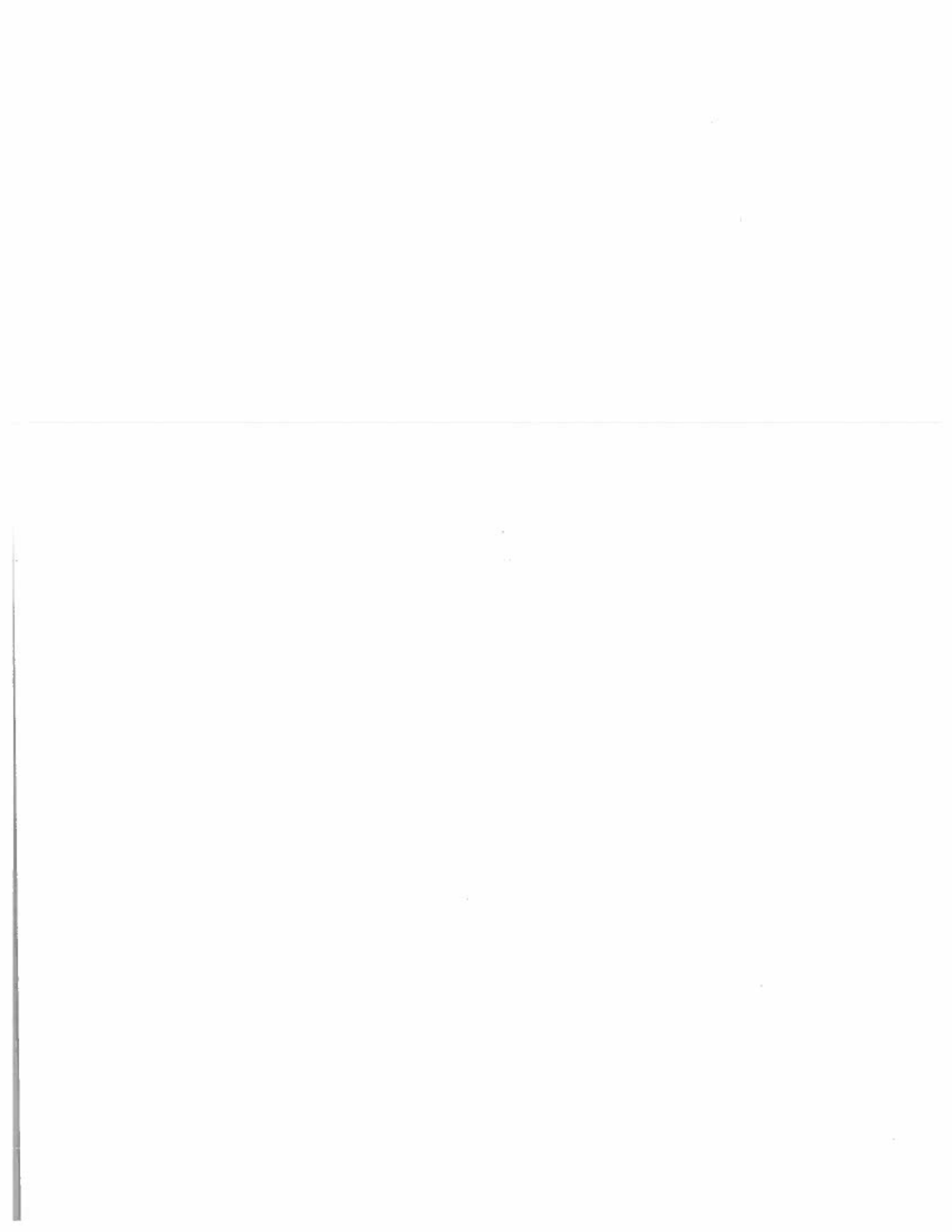
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Scenario: An Unprepared Principal

Mary Grimes is a new principal of a high-poverty, historically low-performing urban elementary school. She has always liked working in schools; but now, in her new job as principal, she is facing some difficult challenges—ones she is not prepared to handle.

Principal Grimes recounts her progression to the position. She grew up in a midsized town in the Midwest and attended a small liberal arts college. She was a good student and decided to go into the teaching profession because other members of her family were teachers and she had always liked school. Grimes became an English teacher in a high-performing suburban elementary school and enjoyed her work. As her teaching career progressed, Grimes decided to take some graduate courses on the weekends and during the summers. She became interested in her educational leadership courses, did well in these courses, and eventually became certified as a K–12 school administrator. After gaining this credential, she assumed some administrative responsibilities at the same school, where she was well liked. But last year, the superintendent of a school district in the nearby center city had an opening for a principal, contacted Grimes because of glowing recommendations from her superiors and her professors, and eventually hired Grimes for this position. Grimes was looking forward to being principal of her own school. She felt that if she could carry out her vision of all students working to their potential and improving their learning, she would be accomplishing something worthwhile.

Within a month of beginning her term as principal, however, Grimes is confronted with the following problems:

- The teachers in her school do not seem to be focused on student learning; they are busy doing activities in class but not teaching for student understanding.
- The teachers seem to have given up on improving achievement; Grimes wants to change this attitude, but how?
- The teachers do not collaborate; they remain behind closed doors, isolated and unaware of other teaching practices.
- The assistant principal is the only other faculty member who has any leadership responsibilities; there is no shared leadership.
- There was no participation and little interest in the inservice program Grimes planned at the opening of school.
- Grimes sends out memos to her staff with lots of information, but no one seems to be responding to her.
- The superintendent has sent Grimes student assessment data to use, but she is baffled by all the numbers, forms, and formulas.

Grimes feels unprepared for her job as principal of a challenging school. She does not know why she is not prepared. As she reflects on her principal preparation experience, she thinks, “I took the right courses and did very well in my graduate program for principal certification.”



She believes that her courses taught her a lot of things about what school leaders need to know. Thinking back to her field work experience, Grimes realizes it consisted of a few school visits to observe principals at their jobs but no opportunity to practice the leadership skills she had learned in the classroom.

She comes to the conclusion that most of her preparation consisted of seat learning rather than real-world, school-based experiences:

- Grimes studied the importance of teacher community and teamwork, but she was not in a cohort program and lacks experience in peer collaboration and team building.
- Grimes knows that keeping track of test results is important, but she has not received training in using data to make decisions about changes in school and classroom practices.
- Grimes studied the concept of distributed leadership, but she does not know how to implement this approach at her school.
- Grimes learned that effective communication is an important part of leadership, but she has not had the chance to practice her communication skills in an administrative context.
- Grimes planned the inservice day for her staff on her own because there was no history or existing structure within the teaching staff to assist in the design of their own development. In addition, she does not have a mentor to whom she can turn for advice.

Grimes wants to lead change, to turn around her school, and to improve teaching practice and student learning, but how?

What kinds of professional development and support would be helpful for Grimes during this difficult induction period? How can she make up for the “gaps” in her principal preparation program to handle the needs of this school?



Benefits

In many schools and districts, leaders are lacking the necessary skills and preparation for the roles to which they are assigned. Improving the preparation of school and district leaders prior to hiring or promotion can help schools and districts accomplish the following goals:

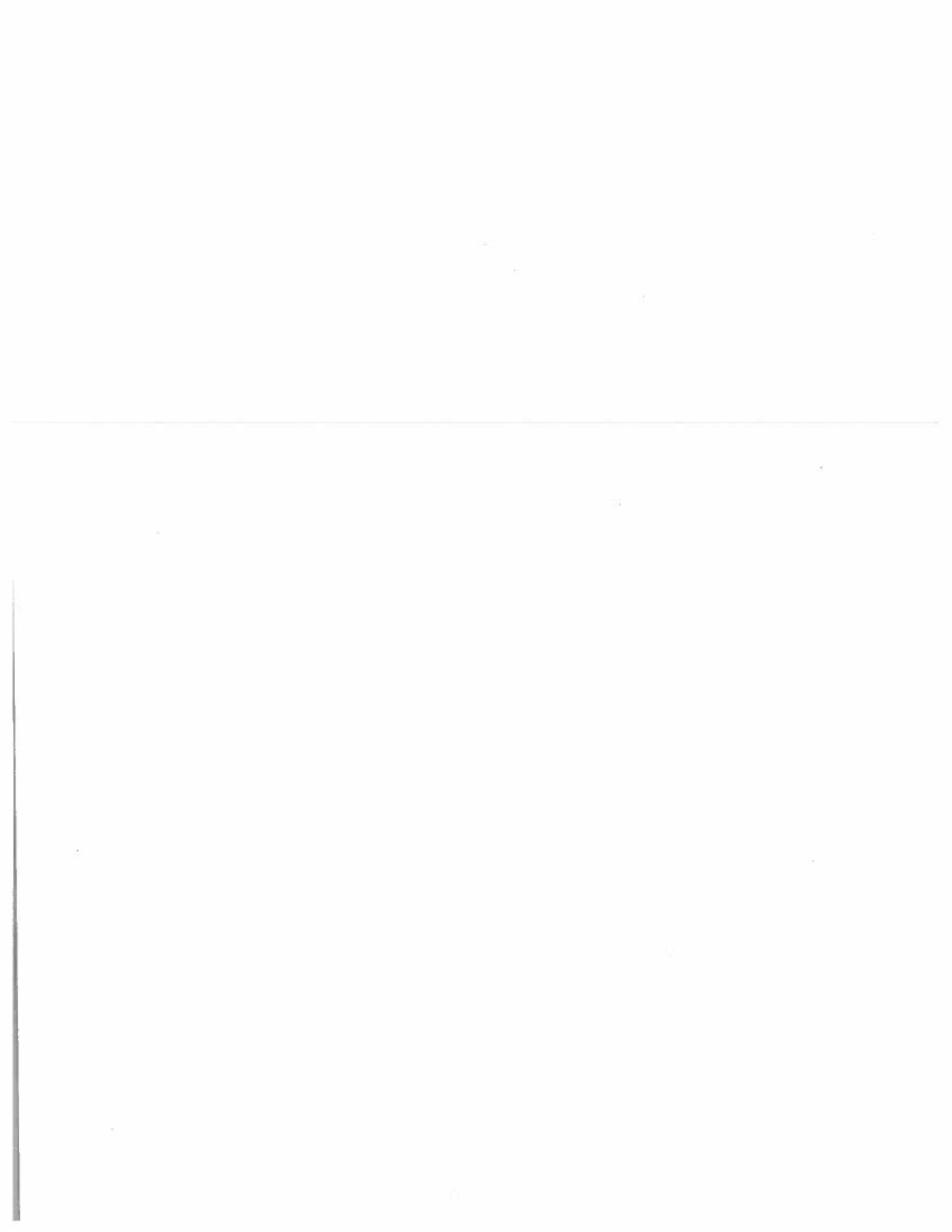
- **Meet the growing need for highly qualified leaders.** School districts across the nation report a shortage of highly qualified principal candidates. Indeed, in some parts of the country, nearly 60 percent of principals will retire, resign, or leave their positions for other reasons during the next five years. In other parts of the country, however, more of an issue than the dwindling supply is the inequitable distribution of qualified candidates in suburban and affluent communities as compared to inner-city and high-poverty communities. The problem does not seem to be a shortage of certified administrators but a shortage of highly qualified (effective) administrators with a commitment to working in high-needs communities and schools.

Well-designed and delivered principal training programs can help meet the need for highly effective leaders by preparing future principals to provide the instructional leadership necessary to improve student achievement and “to focus attention on learning for all subgroups of students, including the economically disadvantaged, racial and ethnic minorities, students with disabilities, and English language learners” (Office of Innovation and Improvement, 2004, p. 4).

- **Raise student achievement.** School principals can improve student achievement; in fact, research by Kenneth Leithwood at the University of Toronto reveals that “the principal’s leadership accounts for about 20 percent of the school’s impact on student achievement” and is second only to influences of classroom instruction (Fry, Bottoms, O’Neill, & Jacobson, 2004, p. 1). Research further indicates that successful school leaders influence achievement through two important pathways: “the support and development of effective teachers and the implementation of effective organizational processes” (LaPointe, Davis, & Cohen, 2007, p. 1).

Exemplary principal training programs prepare candidates for these pathways. By focusing on instructional leadership and school improvement, effective preparation programs train principals to develop and evaluate curriculum, use data to diagnose the learning needs of students, coach teachers, and plan professional development. In addition, such “programs aim to develop transformational leaders who work to improve the school as an organization, develop norms and structures that support high-quality teaching and learning, enhance the capacity of the faculty to meet the needs of students, and implement strategies that will improve student outcomes” (LaPointe et al., 2007, p. 6).

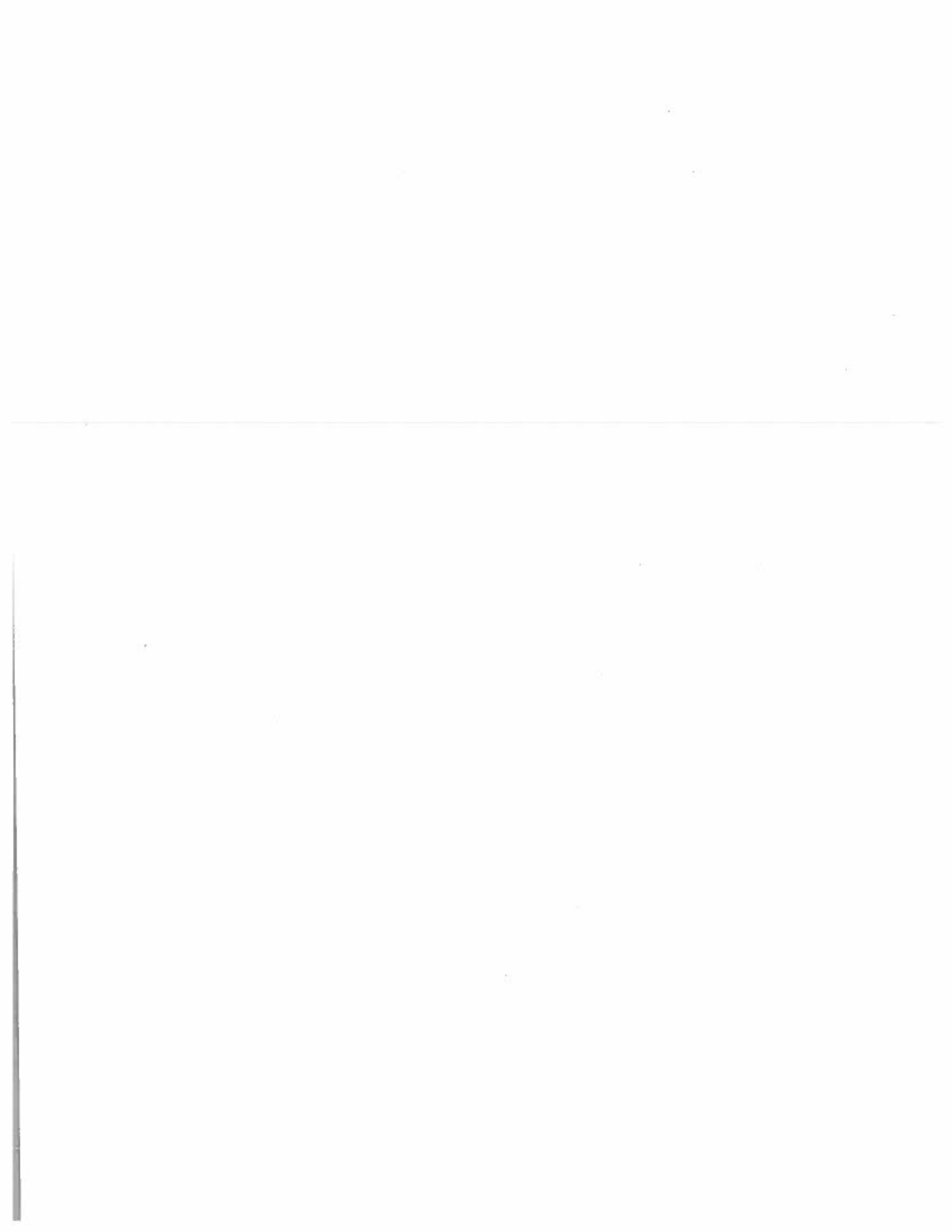
- **Improve teacher quality.** “Principals play a vital and multi-faceted role in setting the direction for schools that are positive and productive workplaces for teachers and vibrant learning environments for children,” state Davis, Darling-Hammond, LaPointe, and Meyerson (2005, p. 2). Successful principals influence student learning through the support and development of effective teachers. They make it possible for teachers and



other staff members to do their jobs effectively, they offer intellectual support and stimulation to improve the work, and they provide models of practice and support.

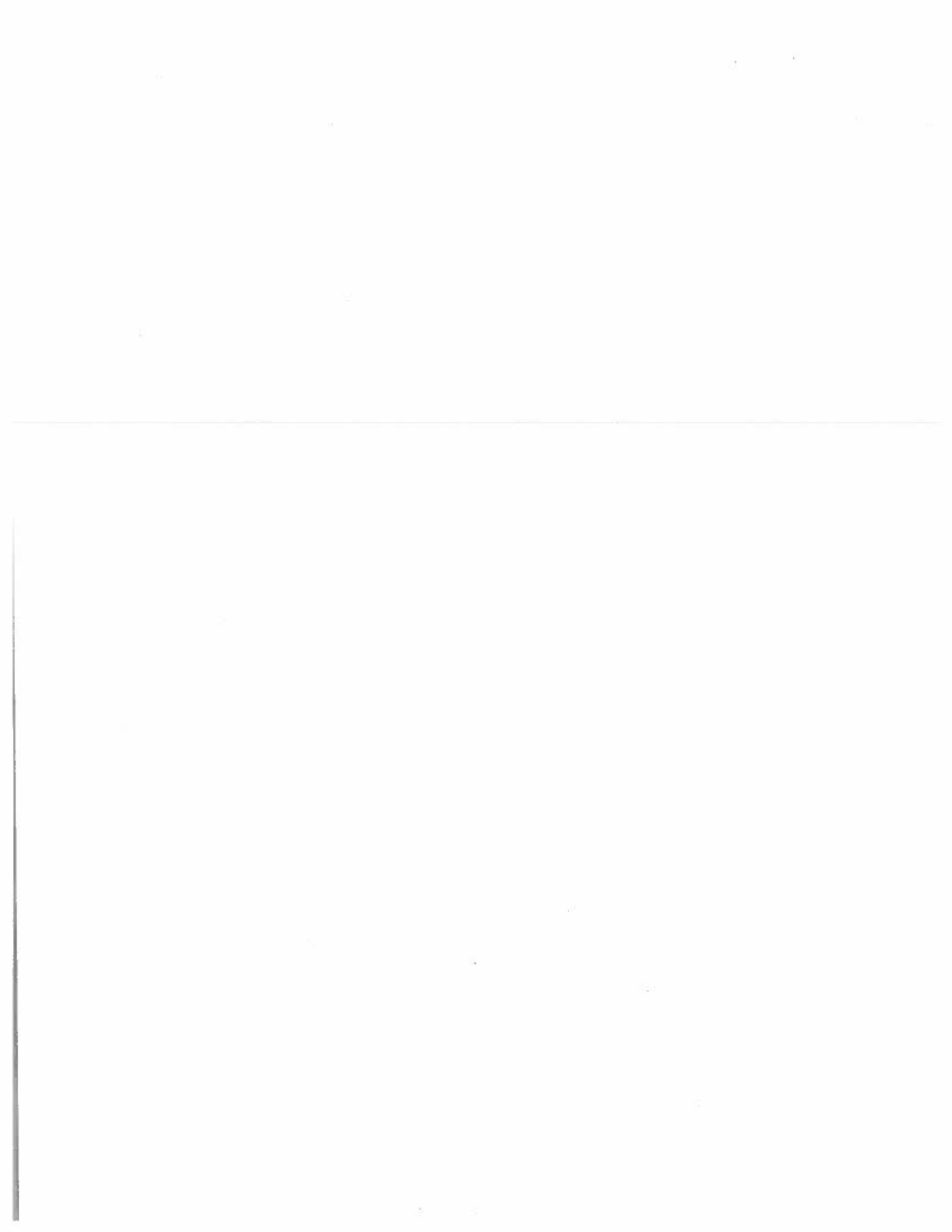
An important aspect of principal preparation programs is to help principals learn how to support and develop teachers in order to improve teacher quality. For instance, a principal supports staff development needs by identifying individual teacher needs, offering professional learning experiences, and evaluating the outcomes of staff development. In addition, principals retain, motivate, and reward accomplished teachers by acknowledging their expertise and contributions and providing opportunities for growth and influence. By learning how to support staff development needs and to retain and motivate accomplished teachers, principals can improve teacher quality and, thereby, increase student achievement.

- **Shift expectations of the principal's role from building manager to instructional leader.** Effective principal preparation programs are aligned with *Standards for School Leaders* developed by the Interstate School Leaders Licensure Consortium (ISLLC, 1996). These professional standards, which focus on instructional leadership and school improvement, will guide the work of future principals and provide a focus for "leading learning" as they are translated into leadership practice.
- **Train superintendents to lead challenging urban school districts.** New nontraditional preparation programs, such as the Broad Academy, as well as executive leadership programs for current school system leaders (see Resource 82) help leaders apply skills from a variety of fields to their challenging roles as urban school district superintendents. For example, superintendents who have graduated from the Broad Academy have demonstrated achievement gains in their districts in both reading and mathematics within two years of graduation (Broad Center for the Management of School Systems, 2007).
- **Decrease principal turnover in high-needs urban environments.** Preparing principal candidates with knowledge of the challenges they will face in their schools and equipping them with the tools they need to succeed, including a network and support system from their cohort group, reduces the chance of job burn-out. Even with the best preservice programs, new principals need additional support on the job in the form of mentoring, coaching, and cohort-based learning. Programs like New Leaders for New Schools (see Resource 63) prepare principals for urban districts by building in coaching or mentoring for novice principals.
- **Establish a leadership pipeline for districts through principal preparation programs aligned with district needs.** Superintendents can build leadership capacity for their districts by identifying, recruiting, and training qualified principal candidates. Principal preparation programs that work closely with districts, or are created and run by districts themselves, provide real school and district context in which to apply learning. Programs that are effective in helping leaders understand the circumstances in which they operate are characterized by "a tight linkage between theory and practice rooted in local communities" (Olson, 2007, p. S5). For example, "New York City's Leadership Academy for Aspiring Principals program recruits, prepares, and supports principals



specifically for the city's public schools" (Olson, 2007, p. S5). In another urban area, Cleveland's superintendents in the 13 communities known as the "First Ring Suburbs" promote their own leaders through a leadership academy created to develop and retain highly skilled school leaders who, with training, can understand and help their communities face specific challenges (First Ring Leadership Academy, 2007).

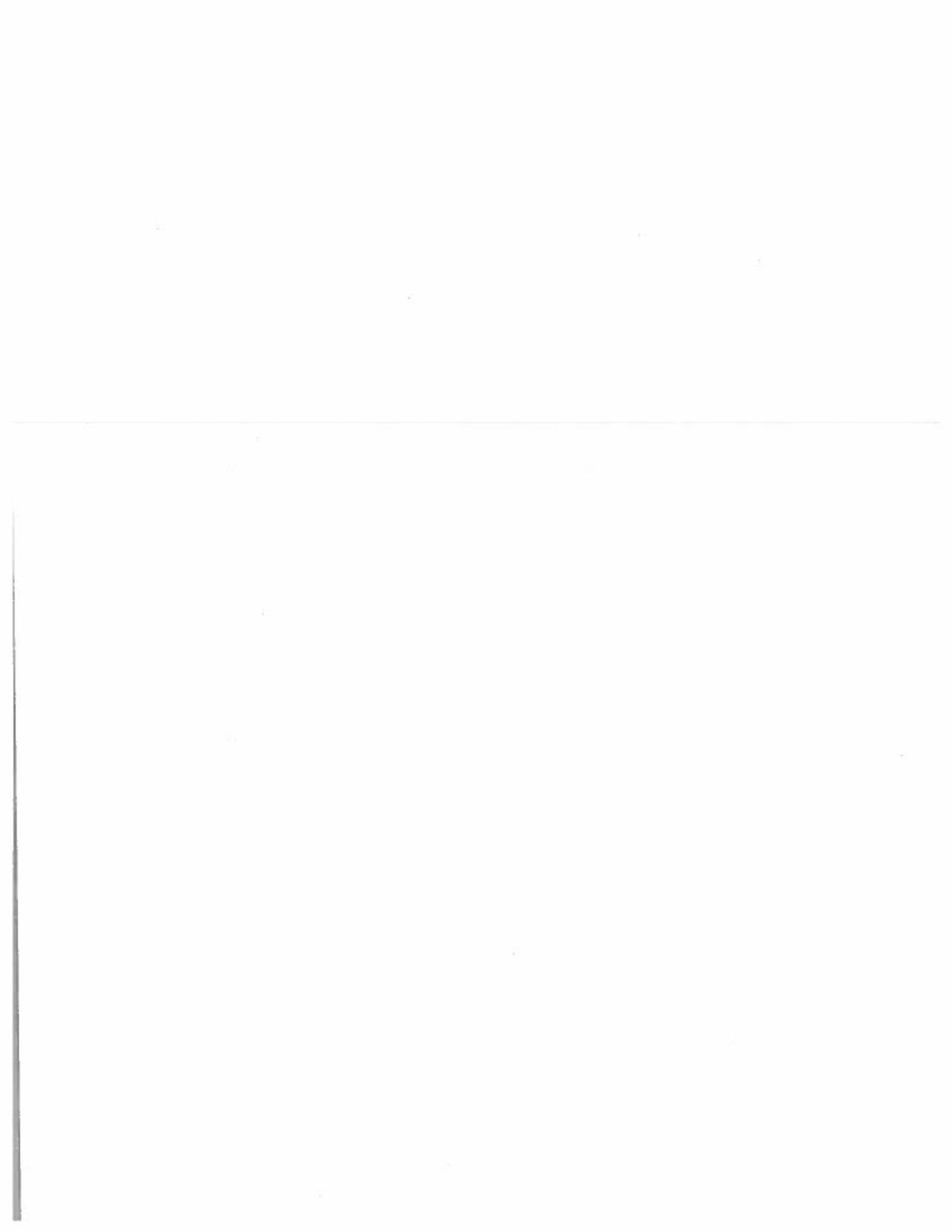
- **Improve district and school leadership to turn around low-performing districts and schools.** Improving district and school leadership is a key component of school improvement. All districts and schools need highly qualified administrators to focus on improving teaching and learning. Accountability requirements under the No Child Left Behind (NCLB) Act, which highlight district- and school-level achievement data, have increased attention to administrators' responsibilities for student achievement. As a result of these greater and more complex responsibilities, the qualifications of effective leaders are too extensive to be attained in entry-level training and should be developed along a learning continuum spanning from initial preparation through early career induction and mentoring to sustained support and continued guidance throughout one's career.
- **Lead change.** Programs such as quality internships that include hands-on experience prepare aspiring principals to lead the important work of school improvement—before being placed as head of a school. Schools and districts need “capable principals who know how to lead changes in school and classroom practices—especially in low-performing schools” (Fry, Bottoms, & O’Neill, 2005, p. 3).
- **Provide leadership for school reform.** Current school reform efforts aim to improve teaching and learning, and although there are different approaches to school reform, they all depend on school and district leadership, especially for schools that are in more difficult circumstances. In fact, according to Leithwood, Seashore-Louis, Anderson, and Wahlstrom (2004), “there are virtually no documented instances of troubled schools being turned around without intervention by a powerful leader. Many other factors may contribute to such turnarounds, but leadership is a catalyst” (p. 5). Thus, it is important to improve the preparation of school and school district leaders to produce the leadership needed for school reform.



Tips

To improve leadership preparation, educators, policymakers, and institutions of higher education should do the following:

- Single out *high-quality candidates* for leadership preparation instead of relying on self-selected candidates with administrative credentials but little demonstrated talent for leadership.
- Include supervised *field-based experiences* for real-world training.
- Encourage *universities and school districts to work together* to recruit, train, and support qualified candidates.
- Provide *financial support* for candidates to permit them to participate in an intensive program with a full-time supervised internship.
- Monitor programs through *participant performance* in the leadership program, including some evidence of teacher growth in teaching and learning and *participant success on the job* after completion of the program.
- Develop a *continuum of leadership preparation*, including recruitment, preservice preparation, induction, and inservice support.
- Organize *cohort groups* in the leadership preparation program to promote teamwork, collaboration, and support.
- Use *problem-based strategies* that link theory and practice.
- Create standards and training programs for *mentors* of beginning principals.



Strategy 1: Establish State Leadership Standards

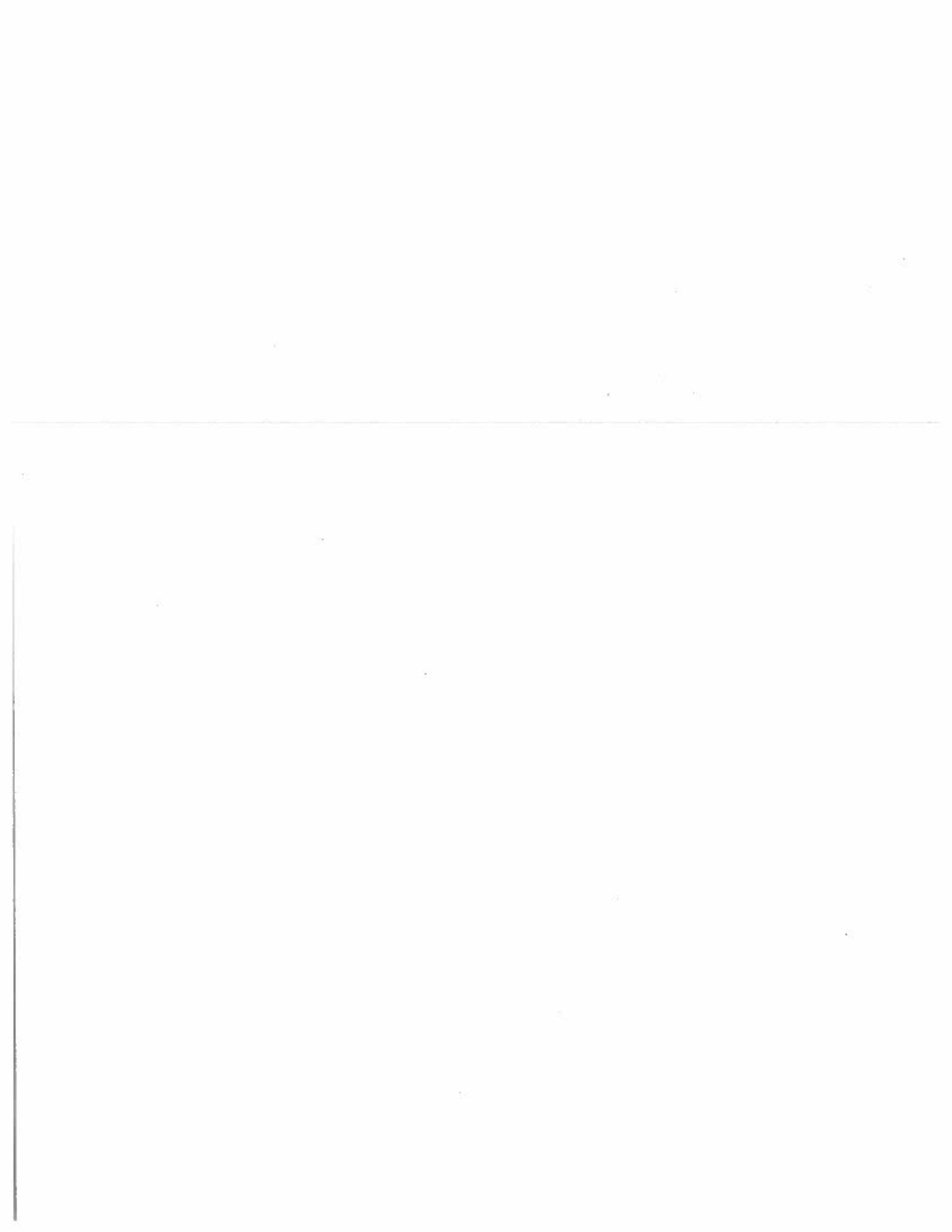
The first strategy to improve leader preparation is to establish state leadership standards, aligned to national standards, that clarify what leaders need to know and do to improve teaching and learning.

- Adopt leadership standards aligned with or similar to the ISLLC standards, which emphasize the principal's central role in ensuring student achievement.
 - Use ISLLC standards as a framework for revising principal preparation programs and inservice professional development.
 - Create performance-based assessments based on ISLLC standards for licensure of school superintendents, principals, and other school leaders.
- Align state accreditation standards for administration preparation programs with the ISLLC standards.
 - The National Council for Accreditation of Teacher Education (NCATE) standards for educational leadership are aligned with the ISLLC standards. This unified set of standards, called *Standards for Advanced Programs in Educational Leadership* (see <http://www.npbea.org/ELCC/ELCCStandards%205-02.pdf>), was developed by the Educational Leadership Constituent Council (ELCC) and is an example of leadership standards used for the review and accreditation of educational leadership training programs.
 - Iowa is one example of a state that bases program accreditation approval on whether or not principal training programs are aligned with its leadership standards.
- Review and update state leadership standards to include policy changes, critical state issues, and emerging research.
 - The Council of Chief State School Officers (CCSSO) is currently revising the ISLLC standards used by states to reflect the importance of the instructional role and responsibilities of school leaders.
 - Kentucky added technology leadership standards to ISLLC standards to reflect the growing importance of technology in Kentucky schools.
 - New Jersey's School Leaders standards includes the six ISLLC standards as well as a seventh for technology leadership.

Resource 1: State Policies Support School Leadership

The Wallace Foundation. (2006). *Leadership for learning: Making the connections among state, district and school policies and practices* (Perspective Series). New York: Author. Retrieved October 22, 2007, from <http://www.wallacefoundation.org/NR/rdonlyres/CE5EC6C4-A728-49EC-AAFD-76248F0083F7/0/FINALWallaceCLSPerspective.pdf>

State policies for improving school leadership include strengthening standards for school leaders. States are adopting leadership standards that focus on promoting better teaching and learning in



schools and then linking them to the “accreditation of university-based leadership training programs, continuing professional development, district hiring practices, or the evaluation of the performance of principals” (p. 4).

Resource 2: ISLLC Standards

Interstate School Leaders Licensure Consortium. (1996). *Standards for school leaders*. Washington, DC: Council of Chief State School Officers. Retrieved October 22, 2007, from <http://www.ccsso.org/content/pdfs/isllcstd.pdf>

Six model standards for school leadership present a common core of knowledge, dispositions, and performances to help link leadership with productive schools and enhanced student outcomes.

Resource 3: Revision of the ISLLC Standards

Council of Chief State School Officers. (n.d.). *ISLLC standards* [Website]. Retrieved October 22, 2007, from [http://www.ccsso.org/projects/Interstate Consortium on School Leadership/ISLLC Standards/](http://www.ccsso.org/projects/Interstate%20Consortium%20on%20School%20Leadership/ISLLC%20Standards/)

ICSL is currently involved in updating the ISLLC standards to improve state leadership policies. The highest priority for leadership policy improvement is developing performance-based standards and indicators as part of this process.

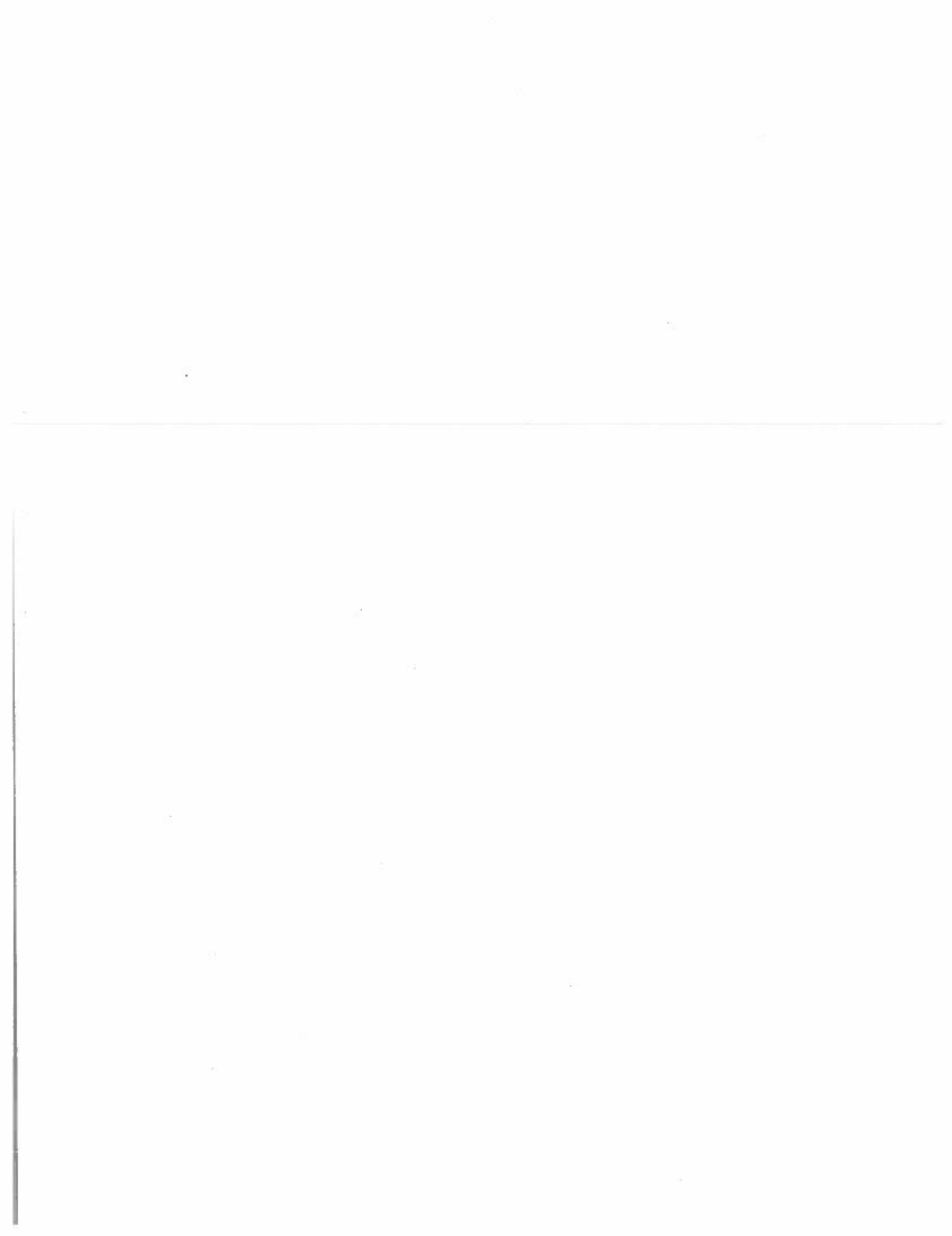
“States have asked the Council to update the ISLLC Standards for School Leaders to reflect a decade of policy experience and significant political and social changes since they were published in 1996. The Council is working with the NPBEA on a national process to update the standards, providing guidance and input from the ICSL members. ICSL convened in Washington, D.C. October 25–26, 2005, to begin updating the wording of the ISLLC Standards and plan development of additional standards-based leadership products.”

Resource 4: Model State Leadership Policy Framework

Sanders, N. M., & Simpson, J. (2005). *State policy framework to develop highly qualified educational administrators*. Washington, DC: Council of Chief State School Officers. Retrieved October 22, 2007, from <http://www.ccsso.org/content/pdfs/State%20Policy%20Framework%20HOA.pdf>

This model state policy framework advocates state responsibility for certifying that all districts and schools are served by highly qualified administrators. State policies should realign educational leadership roles and responsibilities to focus on improving teaching and learning. Strategies should include the following five state policy levers:

- Professional certification requiring continuous improvement
- Leadership standards and performance-based measures



- Criteria for accrediting administrator preparation programs
- Criteria for professional development
- State accountability and reporting

Resource 5: Iowa Standards for School Leaders

School Administrators of Iowa. (n.d.). *Iowa standards for school leaders*. Clive, IA: Author. Retrieved October 22, 2007, from <http://www.sai-iowa.org/issl.html>

Iowa reviews principal training programs (both university- and nonuniversity-based programs) and then bases program accreditation approval on whether or not principal training programs are aligned with the Iowa Standards for School Leaders.

Resource 6: Kentucky Standards and Indicators

Kentucky Department of Education. (2007). *Standards & indicators for school improvement*. Frankfort, KY: Author. Retrieved October 22, 2007, from <http://www.kde.state.ky.us/KDE/Administrative+Resources/School+Improvement/Standards+and+Indicators+for+School+Improvement/>

In addition to the ISLLC *Standards for School Leaders*, Kentucky has adopted the *National Technology Standards for School Administrators* (see Resource 8).

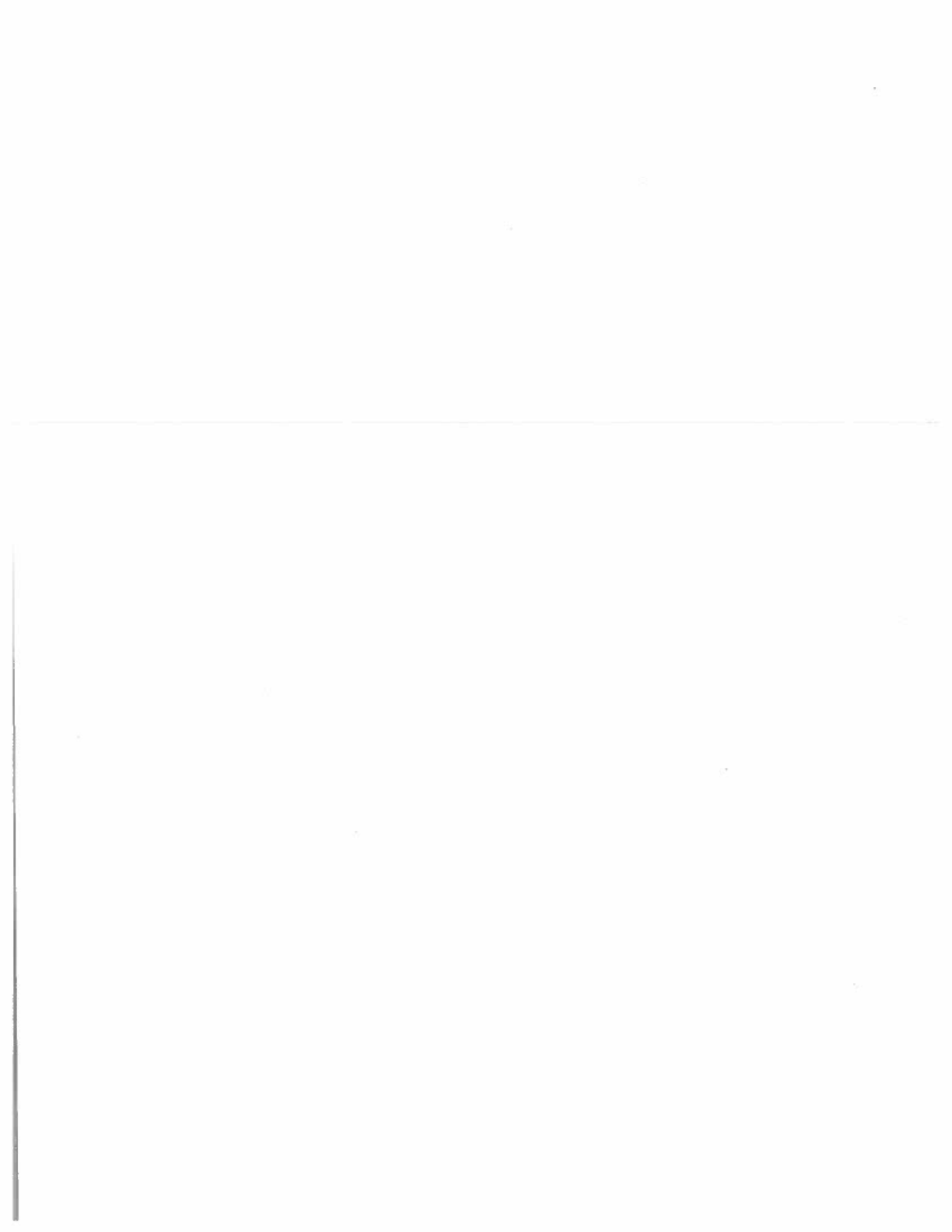
Resource 7: New Jersey Standards

New Jersey EXCEL's School Leaders Standards Framework includes the six ISLLC standards as well as a seventh for technological leadership (aligned with *Technology Standards for School Administrators*). Technology leadership is an important goal of the leadership preparation program in New Jersey.

Resource 8: Technology Standards for School Administrators

TSSA Collaborative. (2001). *Technology standards for school administrators*. Naperville, IL: Author. Retrieved October 22, 2007, from <http://www.ncrtec.org/pd/tssa/tssa.pdf>

Technology Standards for School Administrators complements the International Society for Technology in Education (ISTE) technology standards developed for teachers and students. These standards reflect the importance of the school administrator's role in determining how well technology is used in schools and help to define what administrators need to know and be able to do to lead schools in the effective use of technology.



Strategy 2: Prepare and Recruit Diverse Cohorts

The second strategy for improving leadership is to prepare and recruit diverse cohorts of highly qualified candidates, including men and women who can serve in urban and rural settings and lead low-performing schools.

- Identify, recruit, and prepare high-potential applicants for school leadership positions.
- Recruit candidates who are known as excellent teachers with strong leadership potential and who reflect the local population of teachers and students.

Resource 9: Policy and Program Innovations in Preparing School Principals

Hale, E. L., & Moorman, H. N. (2003). *Preparing school principals: A national perspective on policy and program innovations*. Washington, DC: Institute for Educational Leadership and Edwardsville, IL: Illinois Education Research Council. Retrieved October 22, 2007, from <http://www.iel.org/pubs/preparingprincipals.pdf>

This report focuses on areas in which state policies and programs can influence school leadership, including licensure, certification, and accreditation requirements; it also provides examples of promising approaches and practices across state systems, in local districts, and in universities and colleges. For example, partnerships between universities and school districts can make it possible to identify the best principal candidates—individuals who have shown great promise for success and who will be likely to return to the school district. The authors point out that “schools and universities must work together to recruit and prepare diverse cohorts of highly qualified candidates—men and women who can serve in urban or rural settings, lead low-performing schools and prepare their communities to meet demographic, social, economic and political change” (p. 6).

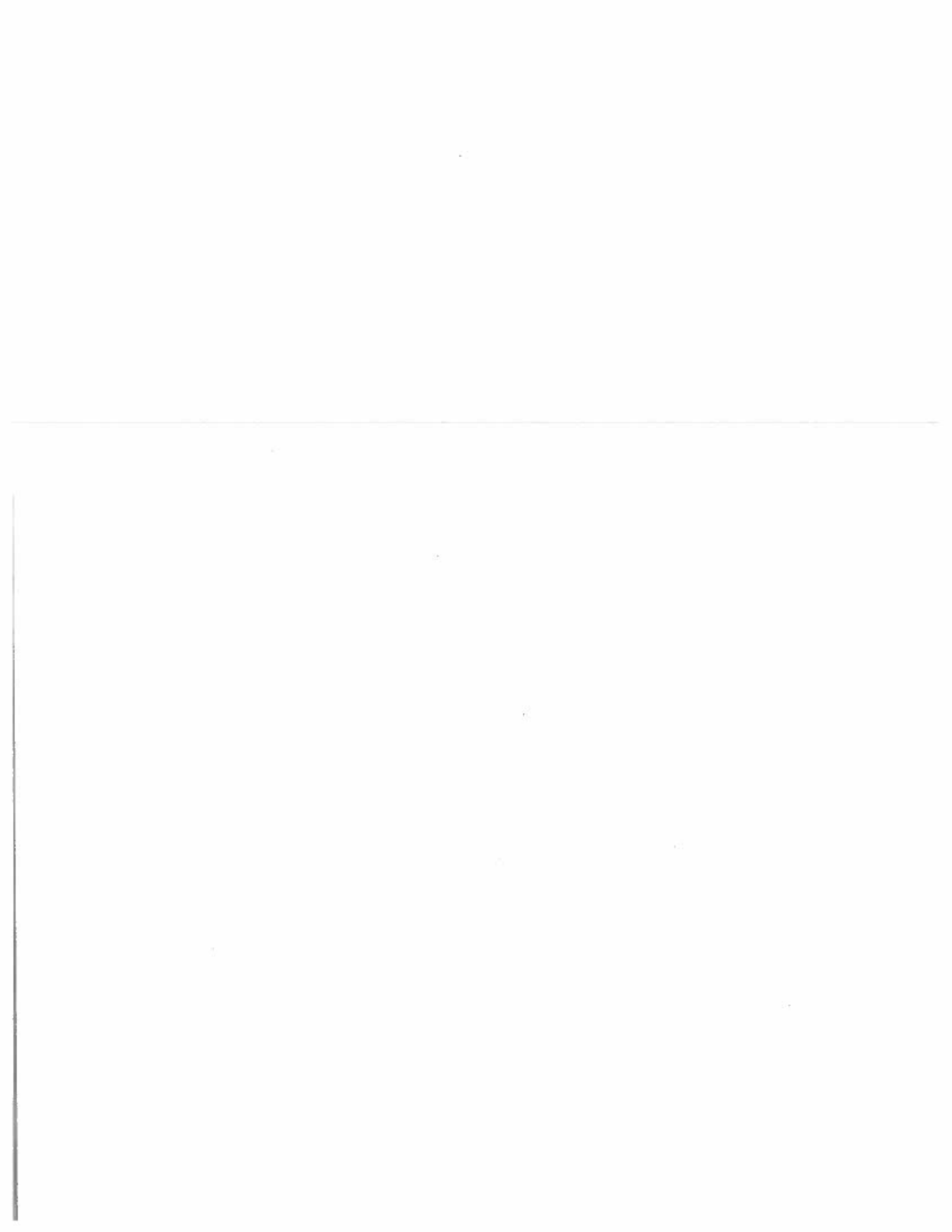
Substrategy 2.1: Grow Your Own Leaders for Hard-to-Staff Schools in Challenging Urban and Rural Districts

Identify, recruit, and prepare individuals interested in working in high-needs rural or urban environments.

Resource 10: Recruiting, Attracting, and Preparing Principals in Urban School Districts

Encarnacion, G., Barnett, B., Merchant, B., Shoho, A., & Smith, P. (2006). The Urban School Leaders Collaborative: A school-university partnership emphasizing instructional leadership and student and community assets. *International Journal of Urban Educational Leadership*, 1(14), 14–30. Retrieved October 22, 2007, from http://www.uc.edu/urbanleadership/journal_pdf/GarzaJuel-final.pdf

This article describes the Urban School Leaders Collaborative (USLC), a partnership program that was developed between a major southwestern university and an urban school district facing economic hardships and serving a population with large numbers of children with special learning needs (at-risk, economically disadvantaged, limited English proficient). This



collaboration between the San Antonio Independent School District and the University of Texas at San Antonio developed strategies for recruiting and training qualified principals for the school district. The school district leaders were interested in “grooming their own”—identifying and nurturing talent within their system—and the university staff wanted to enrich their candidate pool and involve district personnel in the delivery of their leadership training programs. The strategies used in the collaboration are outlined in this article.

Resource 11: Memphis Leadership Fellows Program

College of Education, University of Memphis. (2007). *Memphis Leadership Fellows Program* [Website]. Retrieved October 22, 2007, from <http://coe.memphis.edu/CUSL/Fellows-Program.htm>

This website describes an innovative urban schools principal preparation program designed to train highly qualified candidates to serve as principals in Memphis City Schools.

Resource 12: *Principal Training on the Ground: Ensuring Highly Qualified Leadership*

Stein, S. J., & Gewirtzman, L. (2003). *Principal training on the ground: Ensuring highly qualified leadership*. Portsmouth, NH: Heinemann.

Principal Training on the Ground details the university-district partnership between New York City Region One and Bank Street College.

Resource 13: Recruiting, Attracting, and Preparing Principals in Rural School Districts

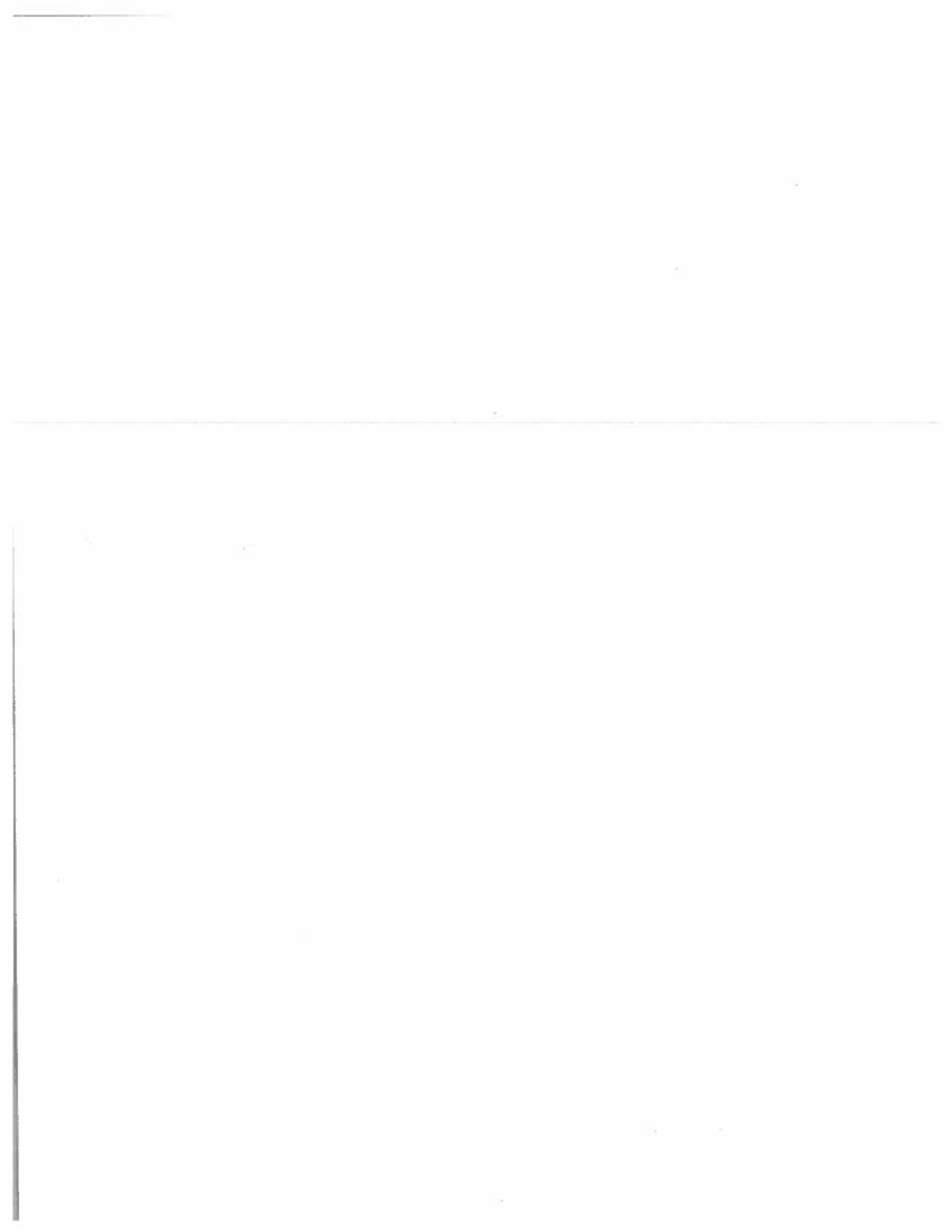
Institute for Educational Leadership. (2005). *Preparing leaders for rural schools: Practice and policy considerations*. Washington, DC: Author. Retrieved October 22, 2007, from <http://www.iel.org/pubs/ruralleaders.pdf>

This report describes strategies for recruiting and preparing education leaders in rural districts. Recruitment of outsiders is difficult and often unsuccessful.

Resource 14: Principal Leadership Program for Rural Multicultural Schools

e-Lead Leadership for Student Success. (n.d.). *Principal leadership program for rural multicultural schools across northern New Mexico (LeadNM) – University of New Mexico: Program summary*. Washington, DC: Author. Retrieved October 22, 2007, from <http://www.e-lead.org/programs/leadnm/summary.asp>

This site describes a program in New Mexico that recruits, trains, and supports principals in rural multicultural schools.



Resource 15: East Tennessee State University Partnership With Local Districts

Klein, A. (2007, September 11). Joining forces [Special report]. *Education Week*, 27(3), S16, S18–S19. Retrieved October 22, 2007, from http://www.edweek.org/ew/articles/2007/09/12/03wallace_joining.h27.html?print=1 (Free registration required).

This article describes a new collaborative partnership between the East Tennessee State University educational leadership program and two local districts, the Greeneville City and the Kingsport school systems, to choose and train prospective leaders. District officials help hand-pick members of each cohort in this pilot program and coordinate internship opportunities with mentor principals. The program emphasizes theory and current research but also field experiences that reflect the needs of the two districts.



Strategy 3: Support Candidate Recruitment and Development

Another effective strategy is to use state financing strategies to support exemplary principal development programs.

- Create incentives for innovations in principal candidate recruiting, training, and development.
- Provide financial assistance so that programs can recruit more selectively, target candidates from underrepresented populations, and attract strong teachers who have to take time away from paid employment for principal preparation programs.

Resource 16: Stanford Study: State and District Support of Principal Candidate Recruitment

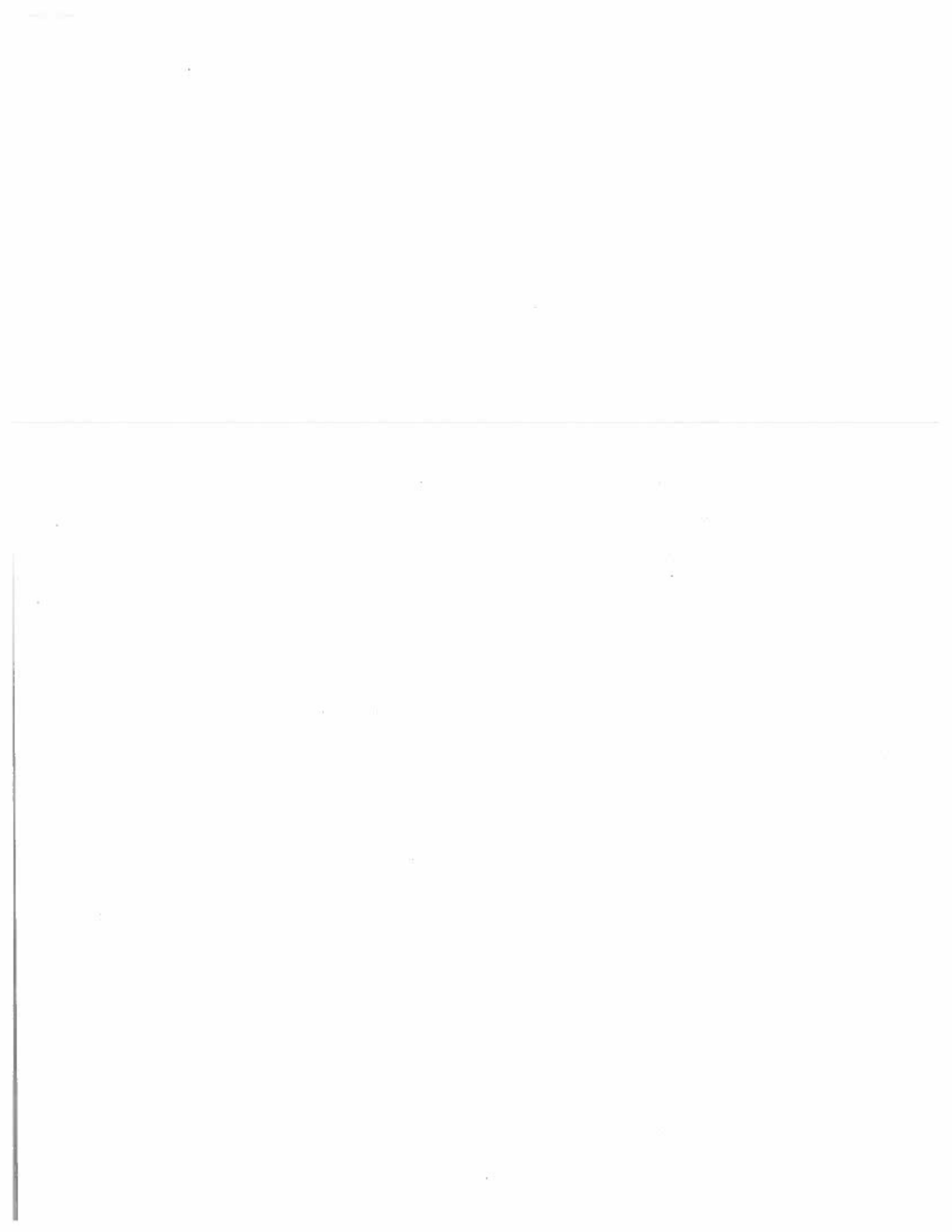
Darling-Hammond, L., LaPointe, M., Meyerson, D., Orr, M., & Cohen, C. (Eds.). (2007). *Preparing school leaders for a changing world: Lessons from exemplary leadership development programs* (School Leadership Study Final Report). Stanford, CA: Stanford Educational Leadership Institute. Retrieved October 22, 2007, from http://www.wallacefoundation.org/NR/rdonlyres/664A3CA6-62D3-45AC-B2EA-2A76DB7721C1/0/preparingschoolleaders_finalreport.pdf

The Stanford Educational Leadership Institute's study of exemplary leadership development programs found that local education agencies offer recruitment incentives to prospective principals and promising internship opportunities. For example, the districts in the Stanford study support qualified candidates through policies offsetting costs, such as tuition reimbursement or waivers and paid internships. Three of the districts—Jefferson County, Kentucky; New York City Region One; and San Diego, California—fund internships and first-year mentoring for candidates. Reflecting an important policy change, the districts no longer rely on self-selected applicants; instead, the districts have “all become more purposeful in seeking out recruits and figuring out how to develop them, sometimes with the support of state, federal, or foundation funding” in collaboration with partner universities (p. 149). In addition, four states in the study provide financial support for internships or mentoring.

Resource 17: Delta State University Full-Time Internship Program

LaPointe, M., Davis, S., & Cohen, C. (2007). *School leadership study: Developing successful principals* (Case study series: Principal preparation at Delta State University – A bold strategy to improve practice). Stanford, CA: Stanford Educational Leadership Institute. Retrieved October 22, 2007, from http://www.deltastate.edu/docs/ruralschoolleadership/case_study_dsu.pdf

The Delta State University Educational Leadership Program is an exemplary principal preparation program. This program focuses on instructional leadership and includes a full-time internship as well as financial support “so teachers can spend a year preparing to become ...principal[s]...capable of transforming schools in a poor, mostly rural region” (p. 1).



Delta State's program is supported by local districts and the state of Mississippi. The state, through the Mississippi School Administrator Sabbatical Program, "pays teachers' salaries for one year while they complete their administrative credential," and "[l]ocal districts recruit candidates, provide mentors, open their schools to interns, and enthusiastically hire program graduates" (p. 1).

Resource 18: Mississippi School Administrator Sabbatical Program

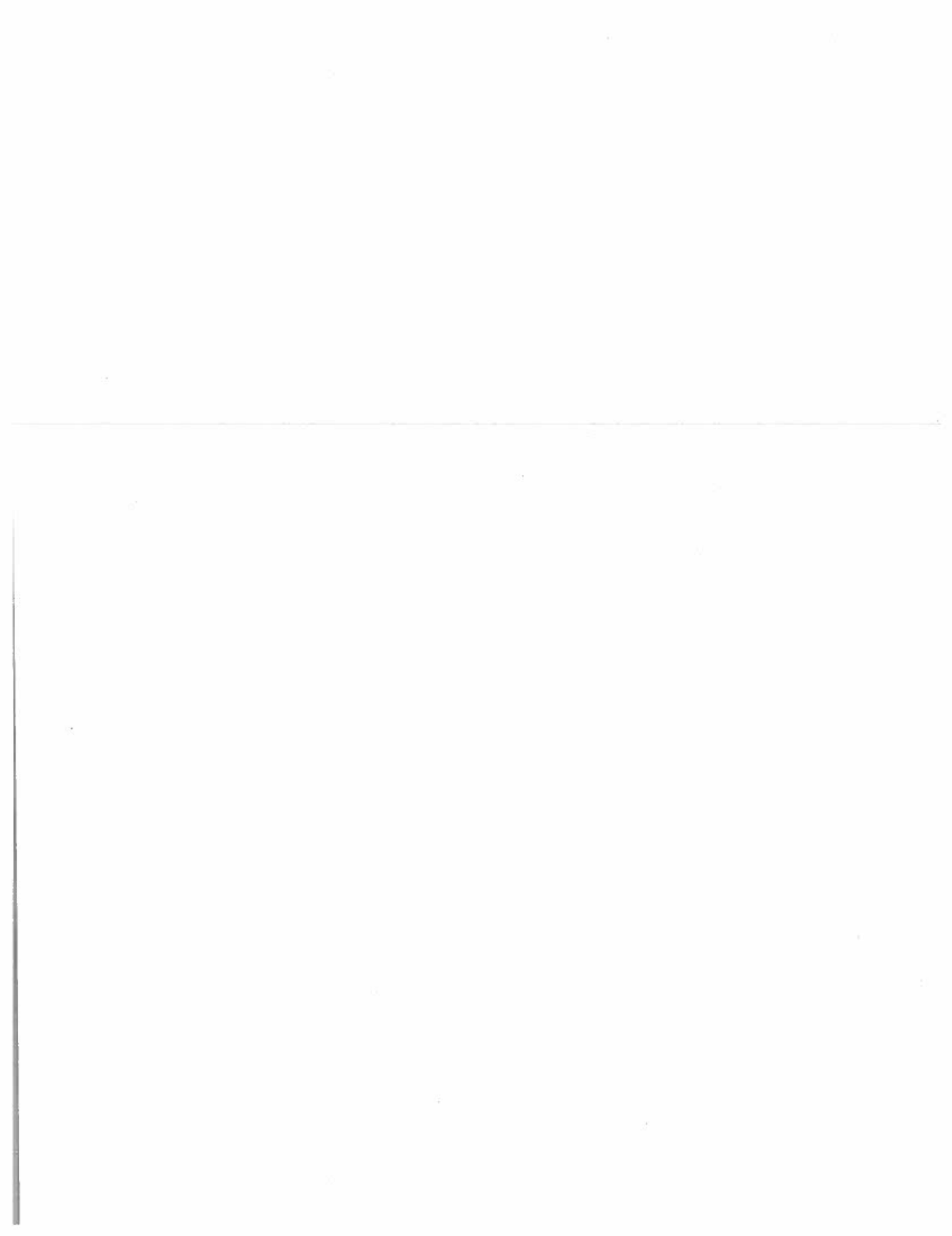
Mississippi Department of Education. (2007). *Guidelines: Mississippi School Administrator Sabbatical Program*. Jackson, MS: Author. Retrieved October 22, 2007, from http://board.mde.k12.ms.us/May_2007/Tab%2025%20-%20Backup%20C%20Guidelines%20-%20Sabbatical%20Program.pdf

The Mississippi School Administrator Sabbatical Program allows qualified teachers to participate full-time in an education leadership preparation program and then to become local school district administrators. This state program supports district efforts to recruit talented teachers for school leadership training.

Resource 19: University of North Carolina Principal Fellows Program

Center for School Leadership Development, University of North Carolina. (2007). *NC Principal Fellows Program* [Website]. Retrieved October 22, 2007, from <http://www.ncfp.org>

The North Carolina Principal Fellows Program underwrites leadership training in eight North Carolina universities and supports full-time internships with expert principals in participating school districts. In return, participants agree to a minimum of four years of service in North Carolina schools. Since its founding in 1993, this program has supplied North Carolina with 800 highly trained principals.



Strategy 4: Create State-Level Infrastructure

In order to best provide for ongoing principal professional development, create a state-level infrastructure.

Resource 20: Development of State and Local Infrastructure for Professional Development

Darling-Hammond, L., LaPointe, M., Meyerson, D., Orr, M., & Cohen, C. (Eds.).(2007). *Preparing school leaders for a changing world: Lessons from exemplary leadership development programs* (School Leadership Study Final Report). Stanford, CA: Stanford Educational Leadership Institute. Retrieved October 22, 2007, from http://www.wallacefoundation.org/NR/rdonlyres/664A3CA6-62D3-45AC-B2EA-2A76DB7721C1/0/preparingschoolleaders_finalreport.pdf

The states in the Stanford study have created an infrastructure for ongoing principal and professional development that focuses on instructional leadership skills. Six of the eight states in the study support at least one leadership academy that helps provide this professional development.

Examples of state leadership academies include the following:

Resource 21: The Delaware State-Funded Principal's Academy

Institute for Public Administration, University of Delaware. (n.d.). *Delaware Academy for School Leadership* [Website]. Retrieved October 22, 2007, from <http://www.ipa.udel.edu/dasl/>

Resource 22: School Executive Management Institute (SEMI)

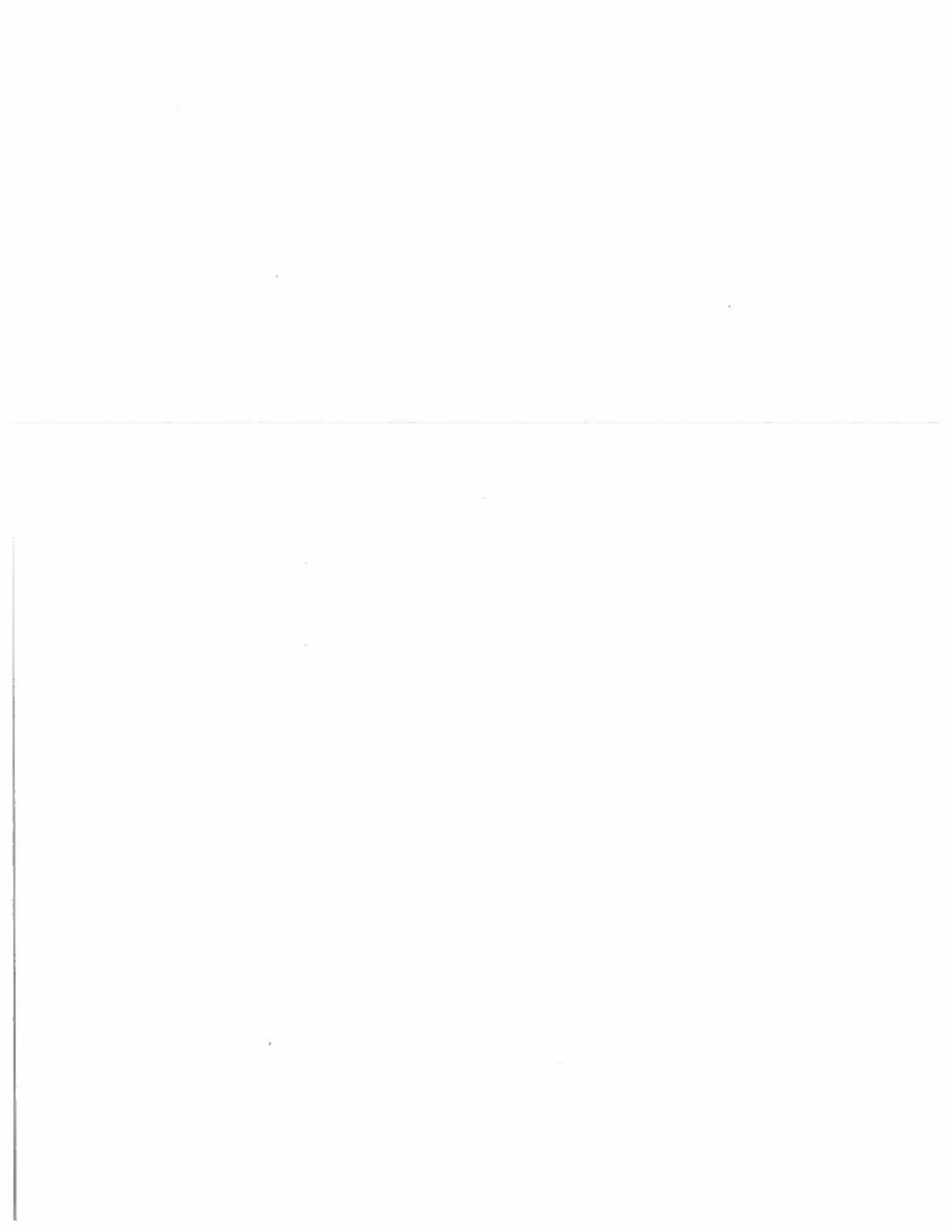
Mississippi Department of Education. (n.d.). *School executive management institute*. Jackson, MS: Author. Retrieved October 22, 2007, from <http://www.mde.k12.ms.us/lead/olde/SEMImainpg.html>

Resource 23: The Urban Leadership Academy in Connecticut

Connecticut State Department of Education, Bureau of Educator Assessment. (2006). *The Connecticut Urban Leadership Academy – Program description* [Website]. Retrieved October 22, 2007, from <http://www.sde.ct.gov/sde/cwp/view.asp?a=2652&q=320398>

Resource 24: Georgia's Leadership Institute for School Improvement (GLISI)

Georgia's Leadership Institute for School Improvement. (2007). Georgia's Leadership Institute for School Improvement [Website]. Retrieved October 22, 2007, from <http://www.galeaders.org/site/default.htm>



Resource 25: University of North Carolina's Center for School Leadership Development

University of North Carolina's Center for School Leadership Development. (2007). University of North Carolina's Center for School Leadership Development [Website]. Retrieved October 22, 2007, from <http://csld.northcarolina.edu/content.php/svstem/index.htm>

Substrategy 4.1: Create Leadership Academies That Cultivate Leadership Teams Focused on Improving Student Learning in Low-Performing Schools

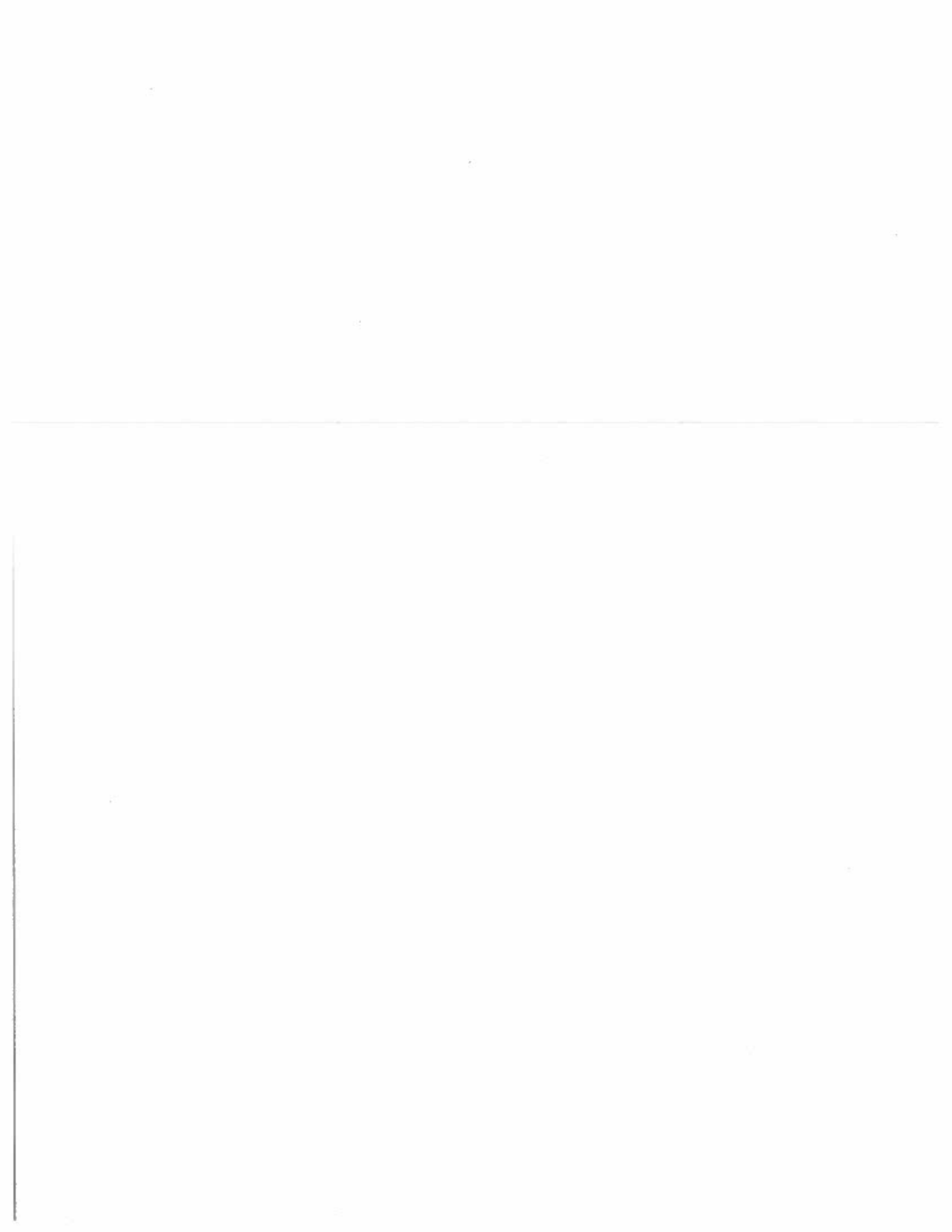
Resource 26: Alabama Leadership Academy

Alabama State Department of Education. (n.d.). *Alabama Leadership Academy: Preparing educational leaders to impact student achievement* [PowerPoint Presentation]. Tuscaloosa, AL: Author. Retrieved October 22, 2007, from ftp://ftp.alsde.edu/documents/54/ALA_Powerpoint.ppt

This resource describes the Alabama Leadership Academy's program for preparing school leaders.

Bottoms, G., O'Neill, K., Fry, B., & Hill, D. (2003). *Good principals are the key to successful schools: Six strategies to prepare more good principals*. Atlanta, GA: Southern Regional Education Board. Retrieved October 22, 2007, from http://www.sreb.org/programs/hstw/publications/pubs/03V03_GoodPrincipals.pdf

This report includes the Alabama Leadership Academy as an example of a state principal preparation program. Alabama's State Department of Education created the Alabama Leadership Academy for low-performing schools. The academy curriculum focuses on "improving schools' curricula, instruction, and student achievement" (p. 26). The leadership teams "return to their schools, apply what they learned to school problems, and share their work at the next academy session" (p. 26). This program serves about 50 of the state's lowest-performing schools.



Strategy 5: Coordinate State and District Leadership Training

For a more cohesive approach to leadership improvement, coordinate state and district leadership training.

- Make sure that each district's school leadership training and professional development opportunities are aligned with state standards and relevant to school needs.
- Collaborate with higher education institutions and professional development providers for high-quality leadership preparation relevant to district needs and aligned to state standards.

Resource 27: Cohesive Approach to Leadership Training: Virginia, Delaware, Georgia, and New York

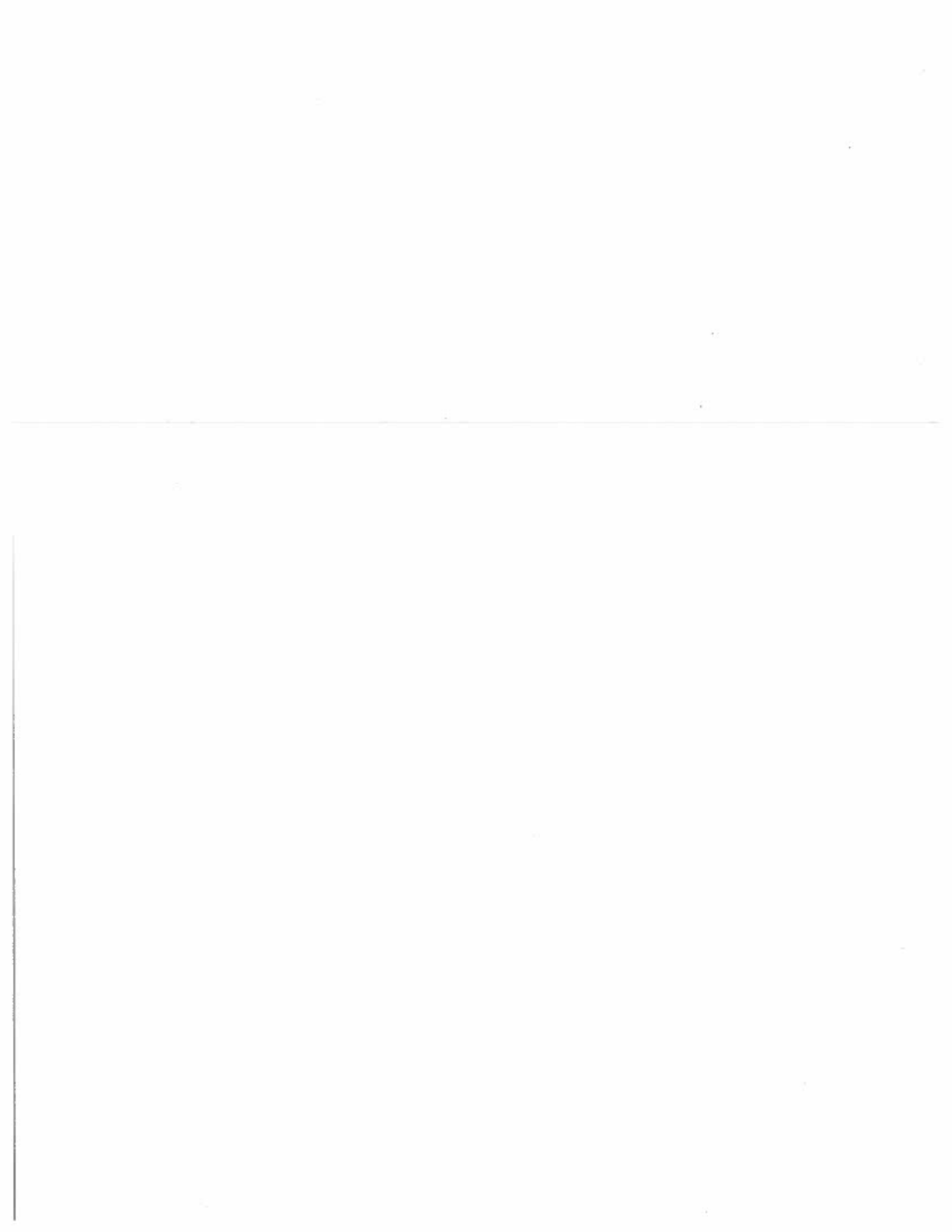
The Wallace Foundation. (2006). *Leadership for learning: Making the connections among state, district and school policies and practices* (Perspective Series). New York: Author. Retrieved October 22, 2007, from <http://www.wallacefoundation.org/NR/rdonlyres/CE5EC6C4-A728-49EC-AAFD-76248F0083F7/0/FINALWallaceCLSPerspective.pdf>

Virginia's turnaround specialist program was developed at the University of Virginia to prepare a team of principals to lead Virginia schools with the highest needs. In addition to special training, the state is providing these leaders with a new certification and financial incentives.

Delaware works with districts "to link leader recruitment, placement, training, evaluation and retention efforts throughout the state" (p. 8). The state provides school leaders with a new data warehouse with information on every student, and Delaware is piloting a system of principal and teacher evaluation based on the state's leadership standards.

Georgia has engaged with universities and districts throughout the state to create new standards for university training programs. Georgia also passed state legislation "to provide rewards and incentives for successful principals to lead low-performing schools and to train teacher-leaders to assume more leadership responsibility in those schools" (pp. 8–9).

New York City created "a highly innovative leadership academy aimed at preparing principals to be effective leaders of change in many of its most challenging schools" (p. 3). In addition, "New York City Region One in the Broux has developed a powerful continuum of training and professional development opportunities for its aspiring and sitting principals that tie closely to new state leadership standards enacted in 2004..." (p. 9). Further, "the innovative leadership and mentoring programs developed by Region One and New York City Leadership Academy are being adapted for use within the state" (p. 9).



Resource 28: Virginia School Turnaround Specialist Program

e-Lead Leadership for Student Success. (n.d.). *Virginia School Turnaround Specialist Program: The Darden/Curry partnership for leaders in education at the University of Virginia*. Washington, DC: Author. Retrieved October 22, 2007, from <http://www.e-lead.org/states/va/vstsp.htm>

Program Description

“The Virginia School Turnaround Specialist Program is an executive program specifically designed for the needs of a cadre of experts who are charged with turning around consistently low-performing schools in the Commonwealth. The program focuses on leadership challenges, strategic change, decision-making, and data analysis. It offers the opportunity for successful school administrators who have earned at least a master’s degree to also earn a professional credential in educational turnaround management. Successful turnaround specialists are also eligible to receive a bonus and salary differential.”

Resource 29: Mass Insight Education: A Massachusetts Turnaround Initiative

Mass Insight Education. *The Great Schools Campaign: Meeting the challenge of school turnaround* [PowerPoint Presentation]. Olympia, WA: Board of Education. Retrieved October 22, 2007, from <http://www.sbe.wa.gov/meetings/lastmeeting/documents/HighlightsofMIETurnaroundPresentation5-07WA.ppt>

Mass Insight Education of Massachusetts is developing a turnaround initiative, supported by the Bill and Melinda Gates Foundation.

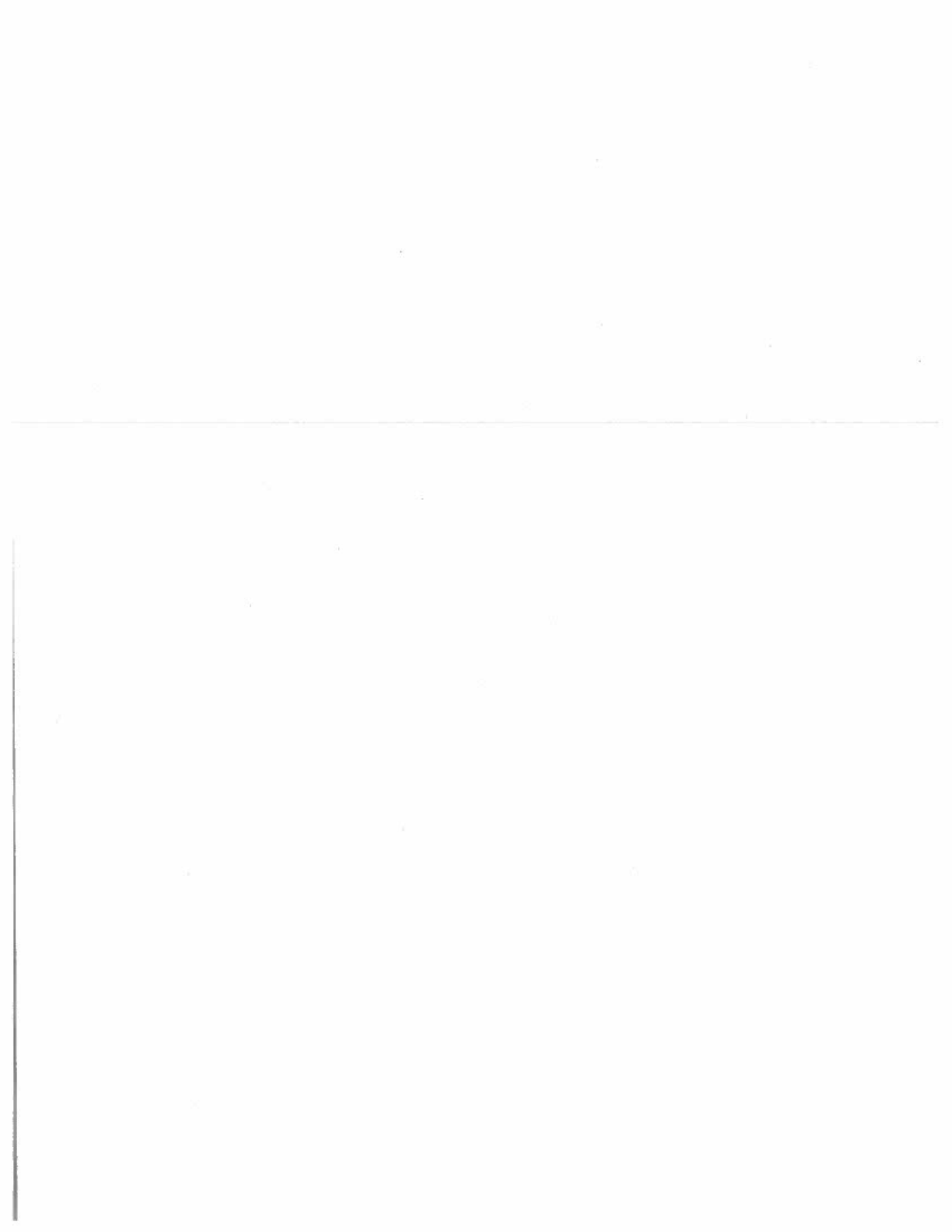
Resource 30: *The Commonwealth’s Turnaround Collaborative*

Mass Insight Education & The Great Schools Campaign. (n.d.). *The Commonwealth’s Turnaround Collaborative*. Boston: Author. Retrieved October 22, 2007, from <http://www.massinsight.org/docs/Comm.%20Turnaround%20Collaborative.pdf>

The Great Schools Campaign is another good resource addressing the turnaround initiative in Massachusetts.

Resource 31: Delaware’s Cohesive School Leadership System

Institute for Public Administration, University of Delaware. (n.d.). *Delaware’s cohesive leadership system: A systematic approach to developing Delaware’s school leaders*. Newark, DE: Author. Retrieved October 22, 2007, from [http://saelp.doe.k12.de.us/about/who we are/pdfs/LeadershipSystem_panels.pdf](http://saelp.doe.k12.de.us/about/who%20we%20are/pdfs/LeadershipSystem_panels.pdf)



Loftus, D., Brown, L., & Keene, S. (Eds). (2001). *Building successful school leaders in times of great change* (Task Force Report). Newark, DE: Institute for Public Administration, University of Delaware. Retrieved October 22, 2007, from <http://www.ipa.udel.edu/publications/school-leaders.pdf>

Delaware Department of Education in collaboration with Delaware universities, school districts, and policymakers has supported a number of efforts aimed at improving student learning through strengthening standards, training, and performance of education leaders. Delaware has worked to reform school leadership by building Delaware's Cohesive Leadership System to ensure that "every school in Delaware has great leadership." Some recent accomplishments include a tiered licensure system for educators, Delaware School Leader Standards based on ISLLC Standards, state mentoring program providing support for school administrators for three years, professional development requirement for leaders, and streamlined certification for school leaders.

Resource 32: Delaware Academy for School Leadership

Institute for Public Administration, University of Delaware. (n.d.). *Delaware Academy for School Leadership* [Website]. Retrieved October 22, 2007, from <http://www.ipa.udel.edu/dasl/>

The Delaware Academy for School Leadership (DASL) provides a comprehensive series of professional development opportunities to school leaders in all 19 Delaware school districts.

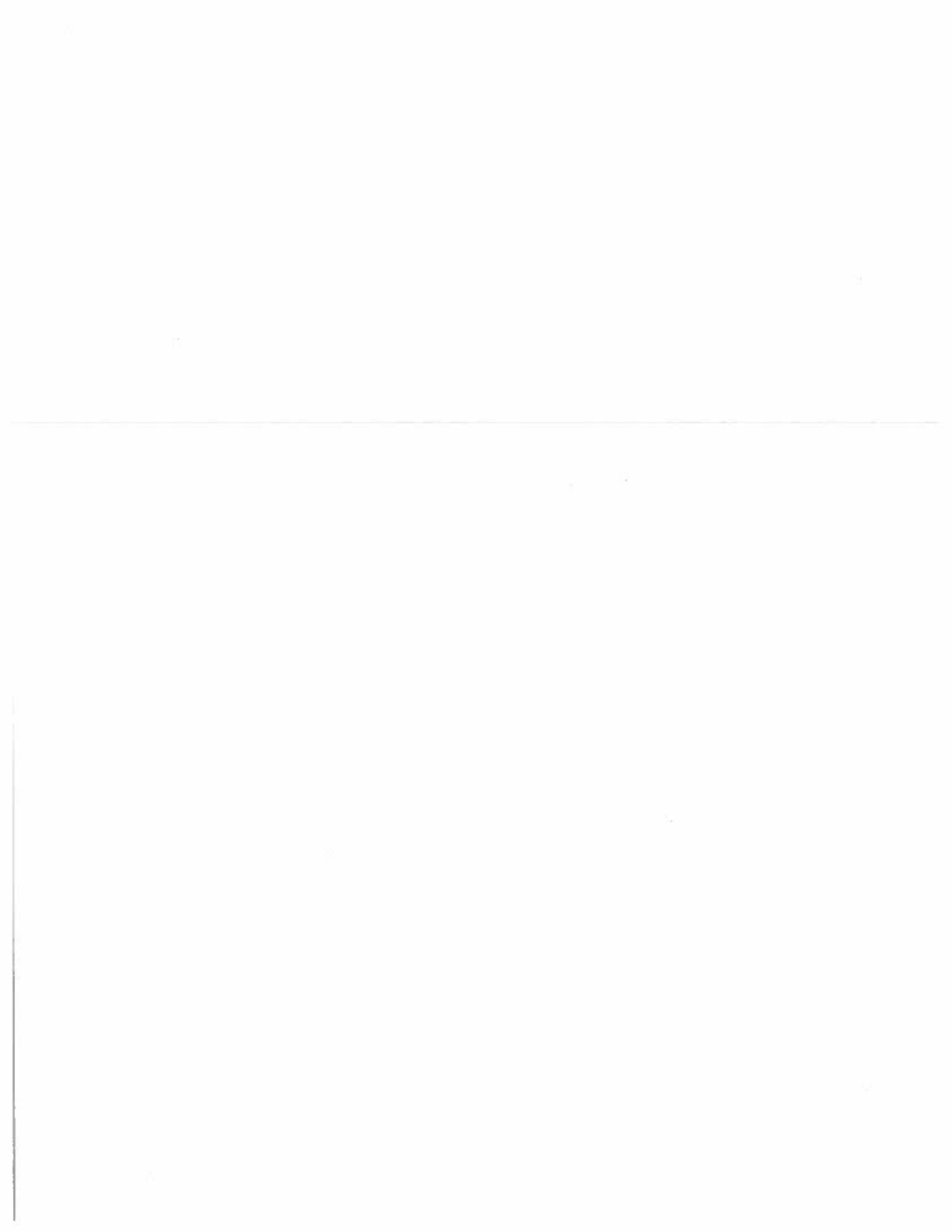
Resource 33: Georgia's Leadership Institute for School Improvement (GLISI)

Georgia's Leadership Institute for School Improvement. (2007). Georgia's Leadership Institute for School Improvement [Website]. Retrieved October 22, 2007, from <http://www.galeaders.org/site/default.htm>

Georgia's Leadership Institute for School Improvement is a partnership between universities and school districts that helps Georgia's educational leaders meet high expectations for student achievement and school performance. "GLISI focuses on leadership development, policy influence, and research and analysis to support and equip educational leaders to drive change for student success." GLISI was designed by a team of experts from business, higher education, K-12 and educational support organizations. Its curriculum reflects the knowledge of this cross-functional group combined with the new leadership standards.

Anthes, K. (2005). *What's happening in school and district leadership?* (Leadership Initiative Report). Denver, CO: Education Commission of the States. Retrieved October 22, 2007, from <http://www.ecs.org/clearinghouse/59/36/5936.pdf>

Georgia Department of Education, Office of Education Support and Improvement, Division of School Improvement. (2007). *Leader quality*. Atlanta, GA: Author. Retrieved October 22, 2007, from http://www.doe.k12.ga.us/tss_school_leader.aspx



Georgia created new more rigorous leadership standards for university training programs. The standards were drawn from standards developed by ISLLC, ELCC, and Mid-continent Research for Education and Learning (McREL); from the Georgia University System Board of Regents critical success factors for leaders; and from private sector approaches, such as the Baldrige model of performance management.

Resource 34: Georgia's Rising Stars Initiative

Education Leadership Action Network, The Wallace Foundation. (n.d.). *States and districts: Georgia profile* [Website]. Retrieved October 22, 2007, from http://www.wallacefoundation.org/wf/elan/sd/saelp_ga/

Georgia has developed a "Rising Stars" initiative, which is a "performance-based school leadership preparation and development program that allows participants to practice leadership tasks and skills with coaching and feedback. The program is customized by Rising Stars Collaboratives, in which a group of districts within a geographic area with similar needs work with colleges to create learning and practice opportunities for aspiring leaders. Participants in Rising Stars may be current teachers, assistant principals, central office staff or other aspiring leaders; all lead the real work of school improvement with measurable results. Georgia's Leadership Institute for School Improvement designs and supports Rising Stars Collaboratives™ with performance-based modules, coaches, training, technical assistance and evaluation."

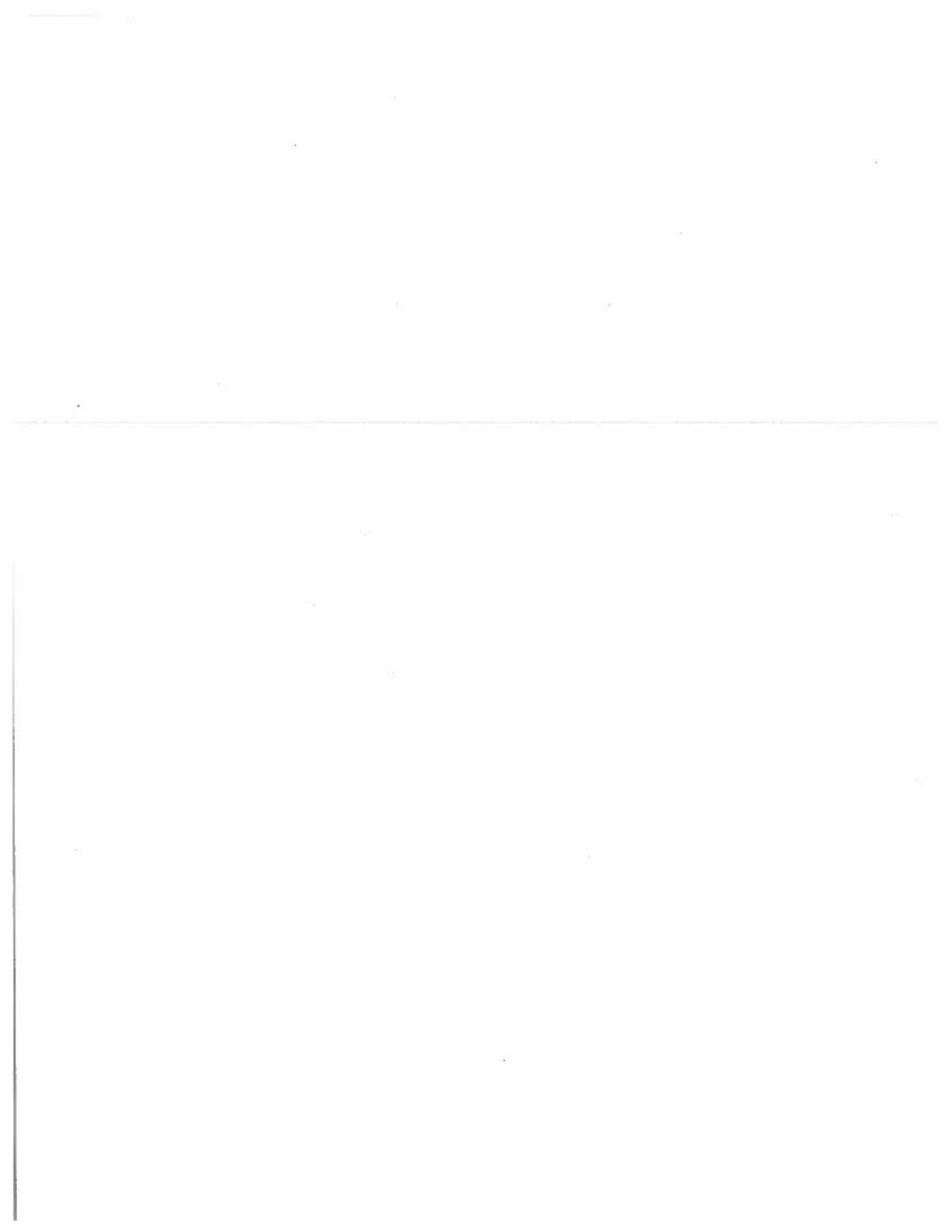
Georgia's Leadership Institute for School Improvement. (2007). *The Rising Stars Collaboratives™ Program* [Website]. Retrieved October 22, 2007, from <http://www.galeaders.org/site/risingstars/default.htm>

A Rising Stars Collaborative™ includes districts with similar needs, the Regional Education Service Agency (RESA), the local university leadership preparation program, a GLISI program director, and GLISI-trained leadership performance coaches. "Together, they create custom-designed practice experiences and coursework for their aspiring leaders and/or assistant principals. Using GLISI's library of performance-based modules as curriculum, at least 50 percent of the program consists of practice in the actual school setting with feedback against clear criteria. Participants archive evidence of their proficiency in an electronic portfolio."

Resource 35: New York State Center for School Leadership

The New York State Board of Regents and the New York State Education Department. (n.d.). *Growing tomorrow's leaders today: Preparing effective school leaders in New York State*. Albany, New York: Author. Retrieved October 22, 2007, from http://www.emsc.nysed.gov/csl/resources/guidance_document.pdf

New York is committed to providing quality preparation for school leaders and to expanding the scope and incentives for the recruitment, development, and retention of school leaders.



New York State Education Department. (n.d.). New York State Center for School Leadership [Website]. Albany, New York: Author. Retrieved October 22, 2007, from <http://www.emsc.nysed.gov/csl/>

In 2001, New York opened the New York State Center for School Leadership (NYSCSL) to address issues of school leadership. The primary target of NYSCSL is “supporting Urban Leadership Academies in Buffalo, New York City, Rochester, Syracuse, and Yonkers” (See <http://www.emsc.nysed.gov/csl/3about.html>). The NYSCSL director works with the Leadership Academies and serves as a liaison to the New York State Education Department.

Resource 36: Standards-Based Leadership Development Program

e-Lead Leadership for Student Success. (n.d.). *Professional development programs*. Washington, DC: Author. Retrieved October 22, 2007, from <http://www.e-lead.org/programs/>

This site has links to 16 exemplary leadership development programs, including district-university partnerships, which provide preservice and inservice leadership training and are standards-based and tailored to local district needs.

Resource 37: The Academy/University of Michigan/Flint: University-District Partnership

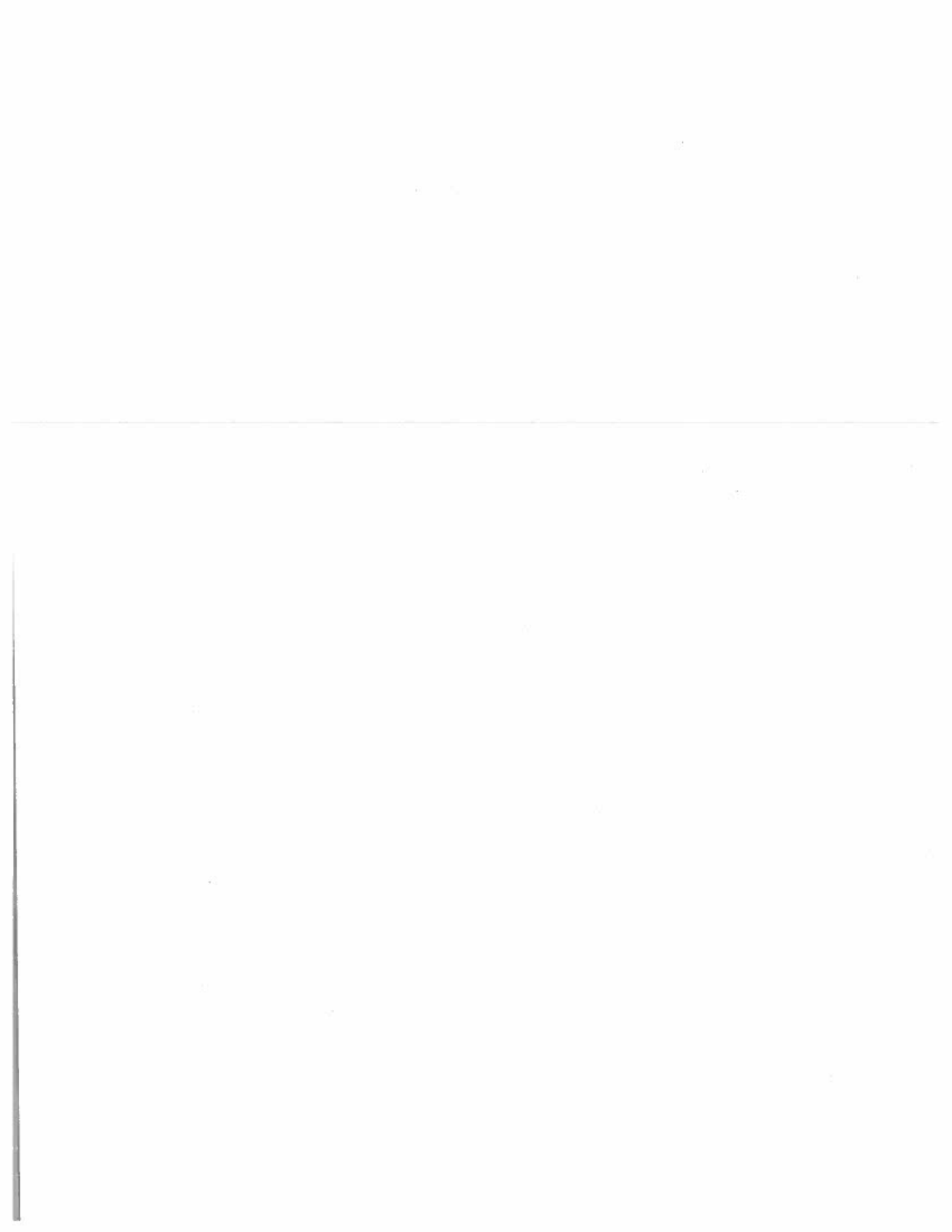
e-Lead Leadership for Student Success. (n.d.). *The Academy | University of Michigan–Flint: Program Summary*. Washington, DC: Author. Retrieved October 22, 2007, from <http://www.e-lead.org/programs/academy/summary.asp>

“The University of Michigan–Flint-based Principals Academy (The Academy) provides university-based principal preparation and professional development.” Furthermore, “the Academy seeks to...eliminate the gap between traditional university-based principal preparation and professional-development programs and the real world leadership challenges daily encountered in high needs and underachieving urban and rural schools; ...implement an urban and rural community partnership model that integrates, mobilizes, and galvanizes community resources to lower the achievement gap; and...form a learning team comprised of university faculty, district administrators and community human service agencies whose members accept a collective responsibility for the academic achievement of all students” (See <http://www.e-lead.org/programs/academy/challenges.asp>).

Resource 38: Leadership for Educational Achievement in Districts (LEAD) and the Educational Leadership Action Network (ELAN)

The Wallace Foundation. (n.d.). *Grants and programs: Leadership for educational achievement in districts (LEAD)* [Website]. New York: Author. Retrieved October 22, 2007, from <http://www.wallacefoundation.org/GrantsPrograms/FocusAreasPrograms/EducationLeadership/LeadProgram.htm>

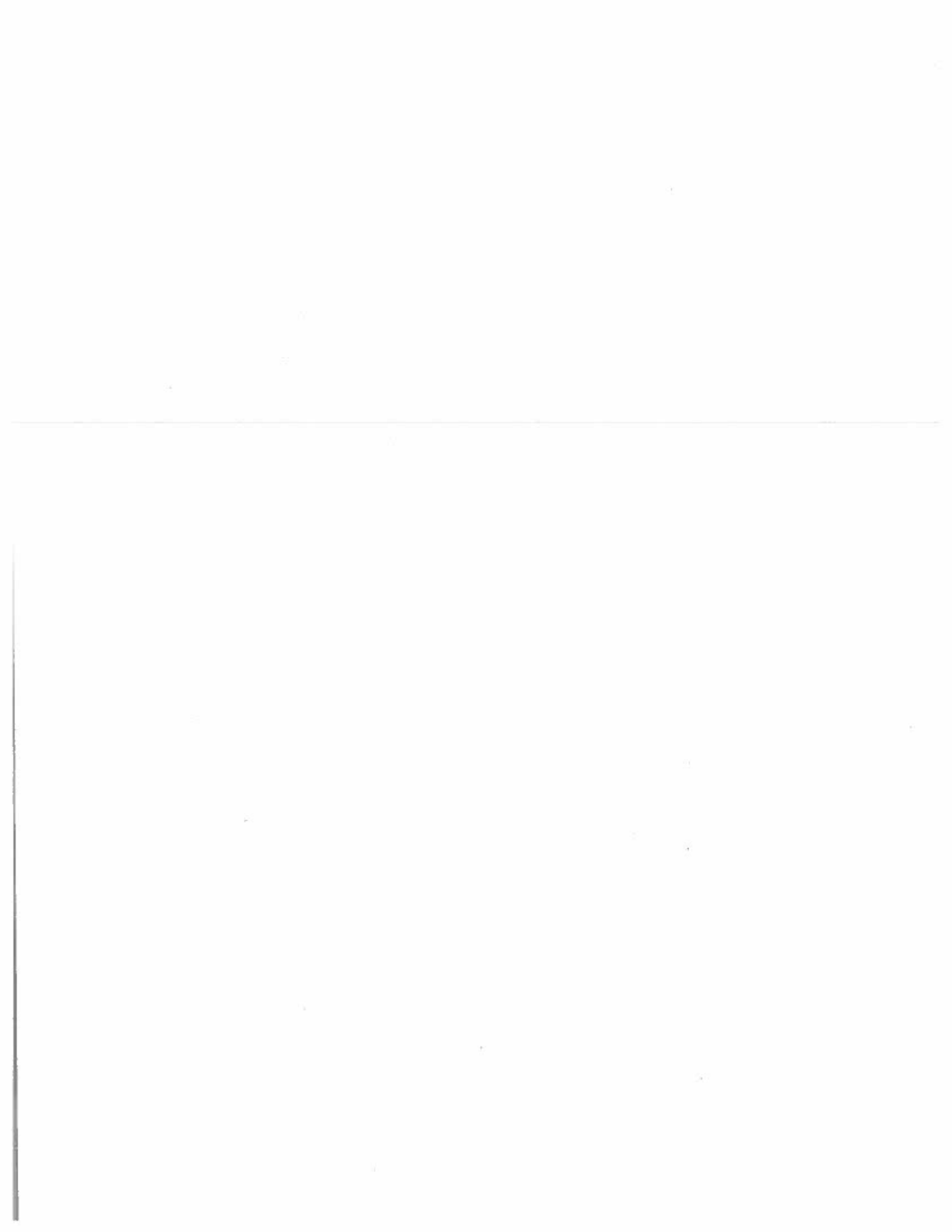
LEAD Districts receive funding from The Wallace Foundation to reform their leadership practices to improve student learning. These LEAD districts work with states, school boards, and universities to improve recruitment, selection, training, and certification of school leaders.



Recently, the LEAD initiative has merged into a statewide initiative referred to as the Cohesive Leadership System (CLS), which can be found at the ELAN website below.

The Wallace Foundation. (n.d.). *Educational Leadership Action Network*. New York: Author.
Retrieved October 22, 2007, from <http://www.wallacefoundation.org/wf/ELAN/>

“The Educational Leadership Action Network (ELAN) website is a resource for professionals dedicated to strengthening the performance of education leaders to improve achievement for all students, especially those in our nation’s low-performing schools.”



Strategy 6: Develop Leadership Preparation Programs

Develop leadership preparation programs that integrate internships and coaching with academic coursework.

- Develop training programs that make sure leaders have the skills and capacities to meet state leadership standards and are well prepared for the realities and challenges of their jobs in particular schools and districts.
- Ensure that standards are embedded in leadership-preparation programs and translated into leadership practice.
- Develop programs that prepare candidates with standards-based curriculum, supervised internships, and field-based learning.

Resource 39: Stanford Study of Exemplary Principal Development Programs

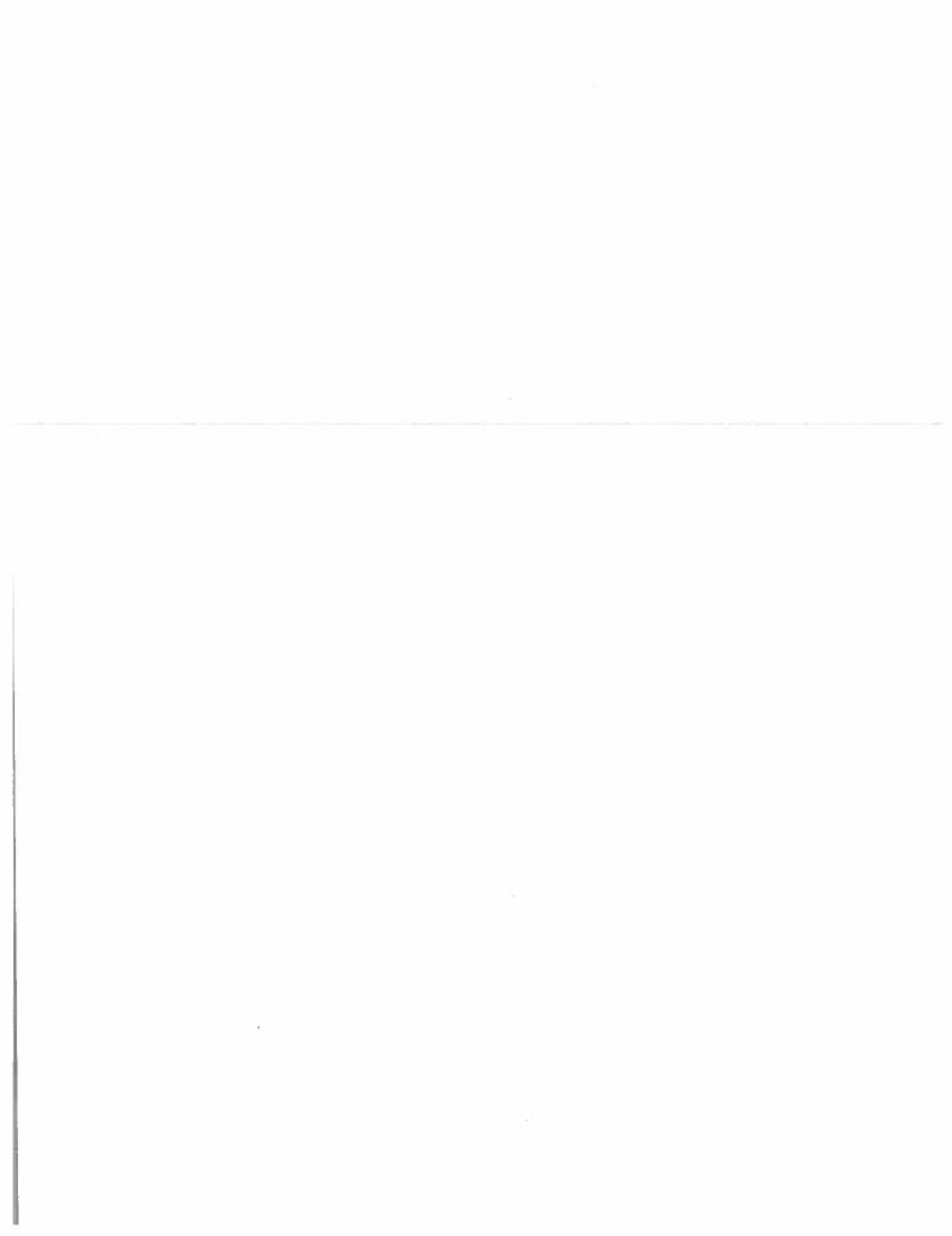
Darling-Hammond, L., LaPointe, M., Meyerson, D., Orr, M., & Cohen, C. (Eds.). (2007). *Preparing school leaders for a changing world: Lessons from exemplary leadership development programs* (School Leadership Study Final Report). Stanford, CA: Stanford Educational Leadership Institute. Retrieved October 22, 2007, from http://www.wallacefoundation.org/NR/rdonlyres/664A3CA6-62D3-45AC-B2EA-2A76DB7721C1/0/preparingschoolleaders_finalreport.pdf

This study by the Stanford Educational Leadership Institute (SELI) examined exemplary preservice and inservice principal training programs. The preservice programs evaluated in the report were sponsored by four universities: Bank Street College in New York City; Delta State University in Cleveland, Mississippi; the University of Connecticut; and the University of San Diego. This report “provides a guide for school district leaders and state policymakers to reinvent how school principals are prepared for their demanding jobs” (Wallace Foundation, (2007).

Resource 40: The Principal’s Institute at Bank Street College: A Collaborative Partnership in Leadership Preparation

Bank Street College of Education. (2004). *The Leadership Center: The Principals Institute* [Website]. Retrieved October 22, 2007, from <http://www.bankstreet.edu/leadershipcenter/index.html>

Barber, M. E., Orr, M. T., & Cohen, C. (2007). Bank Street College Principals Institute: A collaborative partnership in leadership preparation for school improvement. In M. LaPointe, L. Darling-Hammond, & D. Meyerson (Eds.), *Preparing school leaders for a changing world: Case studies of exemplary programs* (pp. 56–67). Stanford, CA: Stanford Educational Leadership Institute. Retrieved October 22, 2007, from http://seli.stanford.edu/research/documents/sls_case_summaries.pdf



Region 1 of New York City and Bank Street College have developed a continuum of leadership preparation, “including pre-service, induction, and inservice support. Thus continuum aims to create leadership for improved teaching and learning closely linked to the district’s instructional goals” (Barber, Orr, & Cohen, 2007, p. 3).

Resource 41: Delta State University, MS: A Bold Strategy to Improve Practice

LaPointe, M., Davis, S., & Cohen, C. (2007). *School leadership study: Developing successful principals* (Case study series: Principal preparation at Delta State University – A bold strategy to improve practice). Stanford, CA: Stanford Educational Leadership Institute. Retrieved October 22, 2007, from http://www.deltastate.edu/docs/ruralschoolleadership/case_study_dsu.pdf

Delta State redesigned its program to focus on instructional leadership, featuring “a full-time internship experience, financial support so teachers can leave the classroom to spend a year preparing to be a principal, and a passion for developing school leaders capable of transforming the poor, mostly rural, schools in the region. The program benefits from deep support from both local districts and the state of Mississippi...” (p. 1).

Resource 42: University of Connecticut Administrator Preparation Program (UCAPP): Continuously Improving the Development of Principals

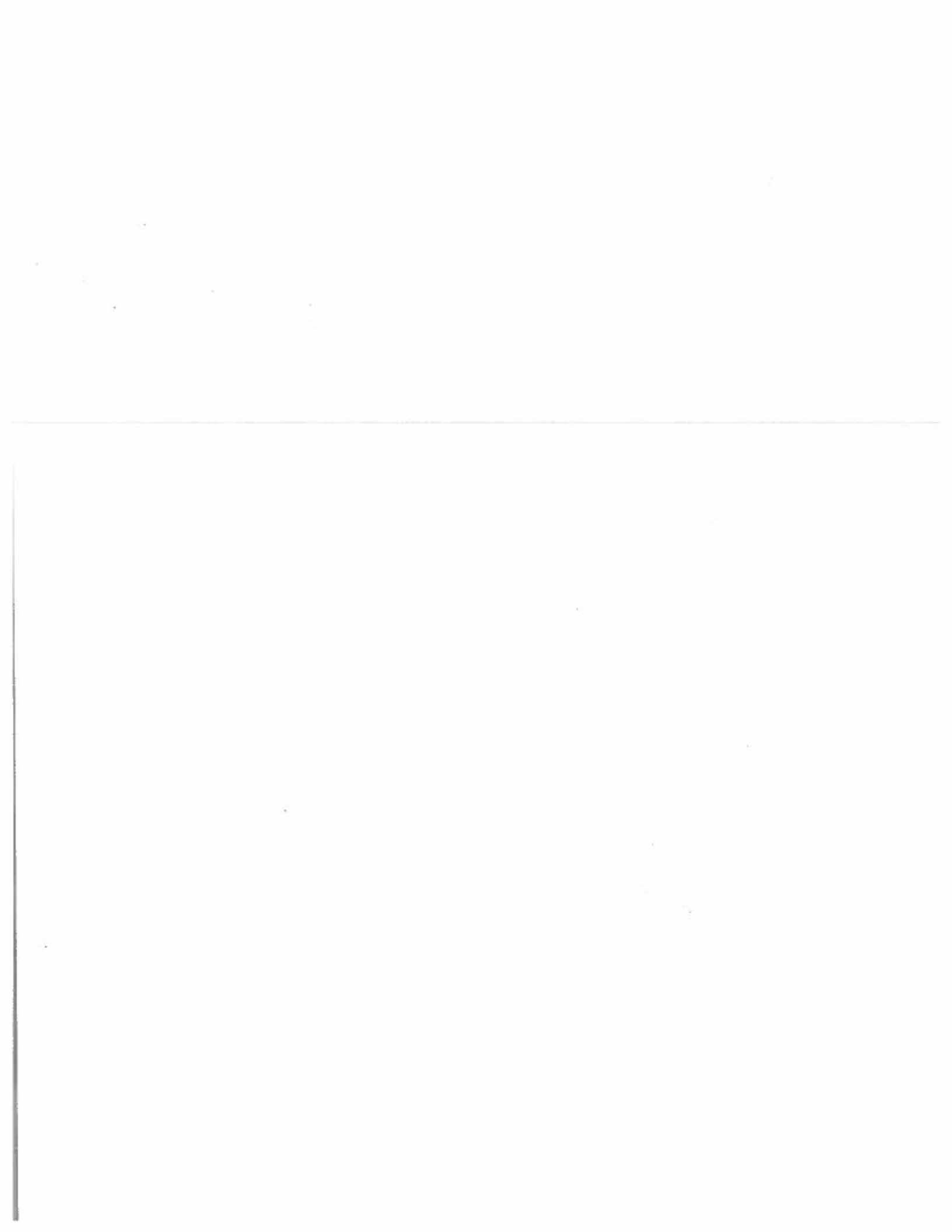
University of Connecticut Department of Educational Leadership. (n.d.). *University of Connecticut Administrator Preparation Program (UCAPP)* [Website]. Retrieved October 22, 2007, from http://www.education.uconn.edu/departments/edlr/edadmin_UCAPP.cfm

LaPointe, M., Pecheone, R., Flessa, J., & Cohen, C. (2007). University of Connecticut’s Administrator Preparation Program: Continuously improving the development of principals. In M. LaPointe, L. Darling-Hammond, & D. Meyerson (Eds.), *Preparing school leaders for a changing world: Case studies of exemplary programs* (pp. 68–77). Stanford, CA: Stanford Educational Leadership Institute. Retrieved October 22, 2007, from http://seli.stanford.edu/research/documents/sls_case_summaries.pdf

UCAPP is “transforming a high quality, traditional university-based program into an innovative program that increasingly integrates graduate coursework and field experiences and prepares principals who can use data and evidence of classroom practice to organize change” (LaPointe, Pecheone, Flessa, & Cohen, 2007, p. 3).

Resource 43: ELDA at the University of San Diego: Commitment to Instructional Leadership

University of San Diego. (n.d.). *Educational Leadership Development Academy* [Website]. Retrieved October 22, 2007, from <http://www.sandiego.edu/academics/soles/acadprog/elda/>



Darling-Hammond, L., Barber, M. E., LaFors, J., & Cohen, C. (2007). Principal development in San Diego: A coherent commitment to instructional leadership. In M. LaPointe, L. Darling-Hammond, & D. Meyerson (Eds.), *Preparing school leaders for a changing world: Case studies of exemplary programs* (pp. 28–45). Stanford, CA: Stanford Educational Leadership Institute. Retrieved October 22, 2007, from http://seli.stanford.edu/research/documents/sls_case_summaries.pdf

San Diego's continuum of leadership preparation and development is a closely aligned partnership between the San Diego Unified School District and the Educational Leadership Development Academy at the University of San Diego. The preservice and inservice programs support the development of leaders across the stages of their careers by focusing on rich field experiences, strong mentoring, and fostering adult learning.

Substrategy 6.1: Develop a Rigorous Screening and Selection Process to Identify and Prepare Candidates Who Have the Intention, Capacity, and Motivation to Become Successful School Leaders

Resource 44: New Preparation Programs With Rigorous Selection Criteria

Olson, L. (2007, September 12.). Getting serious about preparation [Special report on *Leading for Learning*]. *Education Week*, 23(3). Retrieved October 22, 2007, from <http://www.edweek.org/media/03wallace2007.pdf>

In the past, universities just waited “to see who shows up” for their educational leadership programs; further, many participants in these programs were there for “salary bumps,” rather than because they wanted to be administrators. “In contrast, some of the newer programs vigorously recruit and screen candidates for their capacity and motivation to become successful leaders” (p. S3).

For example, the findings in the Stanford school study indicate “that the best programs worked with school districts to recruit candidates who were known as excellent teachers with strong leadership potential, and who reflected local population” (p. S4). Consequently, the graduates of these exemplary programs were more likely to be females and members of ethnic or racial minorities; to be working in an urban school; and to have relevant experience, such as team leader or instructional coach.

Resource 45: Leadership Program for Aspiring Principals (LPAP)

Principals' Executive Program. (n.d.). *Leadership Program for Aspiring Principals (LPAP)* [Website]. Retrieved October 22, 2007, from <http://www.ncpep.org/content.php/programs/lpap/index.htm>

The assistant principal program concentrates almost exclusively on teaching participants the skills they need to become school leaders. To better reflect that focus and alert superintendents to the goals and realities of the program, the name has been changed from Leadership Program for Assistant Principals to Leadership Program for Aspiring Principals. The acronym will remain the

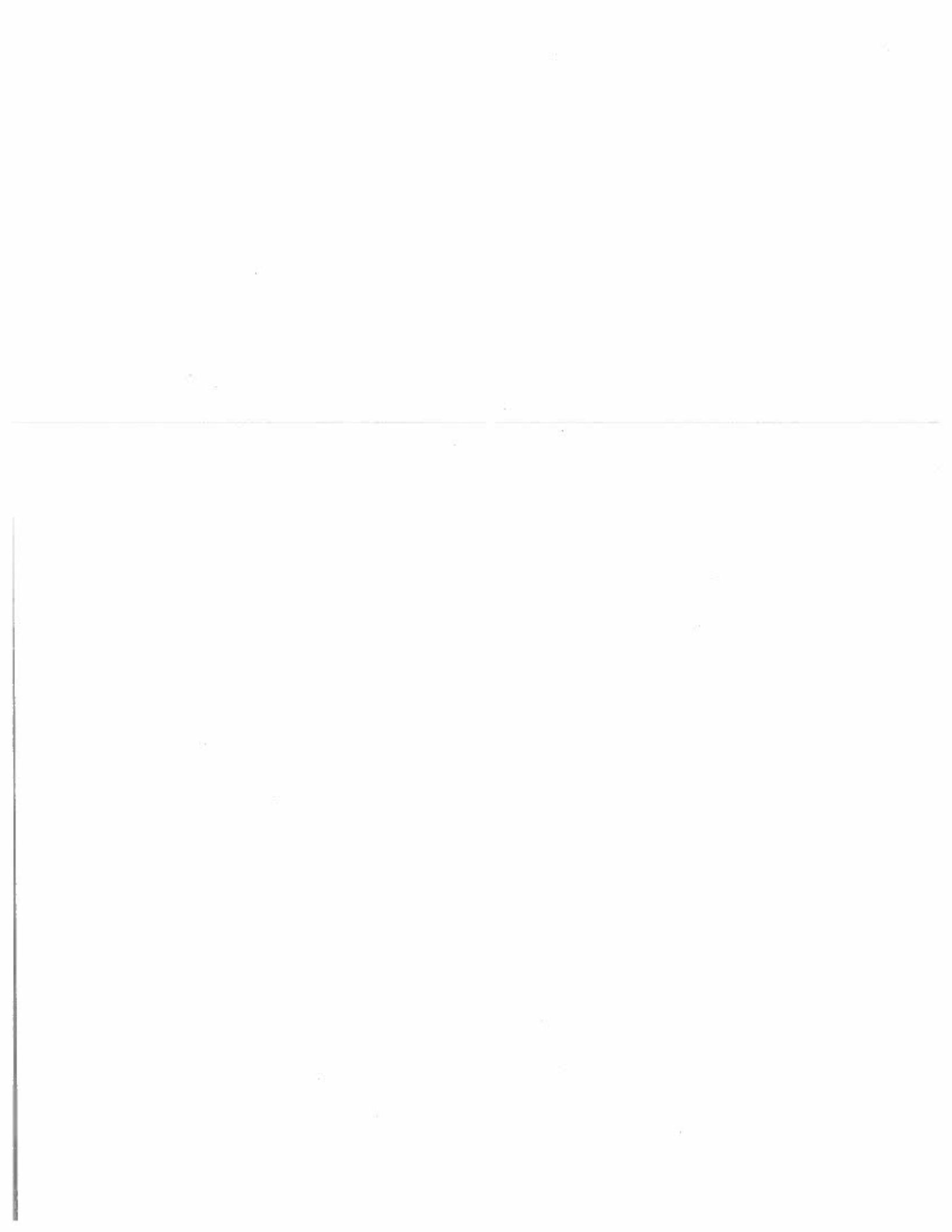


same, and the program will continue to serve assistant principals exclusively. Preference for acceptance into LPAP will be given to applicants who intend to pursue positions as principals. The Principals' Executive Program (PEP) expects all participants to be sincerely dedicated to their professional development. To qualify for graduation, the participants must attend all sessions and complete all program requirements. LPAP comprises 12 days of instruction (four three-day residential meetings) and convenes at the UNC Center for School Leadership Development (CSLD) in Chapel Hill.

Resource 46: New Providers Have Rigorous Selection Standards, Leadership Training, and Real-World Experience

Maxwell, L. A. (2007, September 12). Real world lessons. *Education Week*, 23(3), S13–S15. Retrieved October 22, 2007, from http://www.edweek.org/ew/articles/2007/09/12/03wallace_lessons.h27.html?print=1

New Leaders for New Schools, a nonprofit organization that has recruited more than 300 principals and placed them in hard-to-staff schools in nine urban districts, has a high and rigorous selection standard. Each applicant must have knowledge of teaching and learning, a belief in the potential of all children to excel, and a focus on goals and results. The candidates then receive training in instructional leadership, in establishing a school culture centered on high student achievement, and in managing a school building day to day before being assigned to work in schools with strong principals who serve as role models and mentors.



Strategy 7: Design a Comprehensive and Coherent Curriculum

Design a comprehensive and coherent curriculum that is aligned with state and professional standards.

- Emphasize the knowledge and skills principals need for improving schools and raising student achievement.
- Choose faculty knowledgeable in their field, including both university professors and experienced practitioners.

Resource 47: Designing Curriculum to Emphasize Knowledge and Skills for Improving Schools and Raising Student Achievement

Fry, B., O'Neill, K., & Bottoms, G. (2006). *Schools can't wait: Accelerating the redesign of university principal preparation*. Atlanta, GA: Southern Regional Education Board. Retrieved October 22, 2007, from http://www.sreb.org/programs/listw/publications/special/06V04_Schools_Cant_Wait.pdf

This study found that program design teams, when refocusing the principal preparation curriculum to emphasize instructional leadership, made the following recommendations:

- Include priority content aligned with standards and competencies along with effective instructional strategies to help candidates learn and apply competencies.
- The study provides the following example of an alternative program: *Promising curriculum redesign: Western Kentucky University's process for designing a curriculum emphasizing knowledge and skills for instructional leadership* (p. 56).

Resource 48: Redesigning Principal Preparation Programs

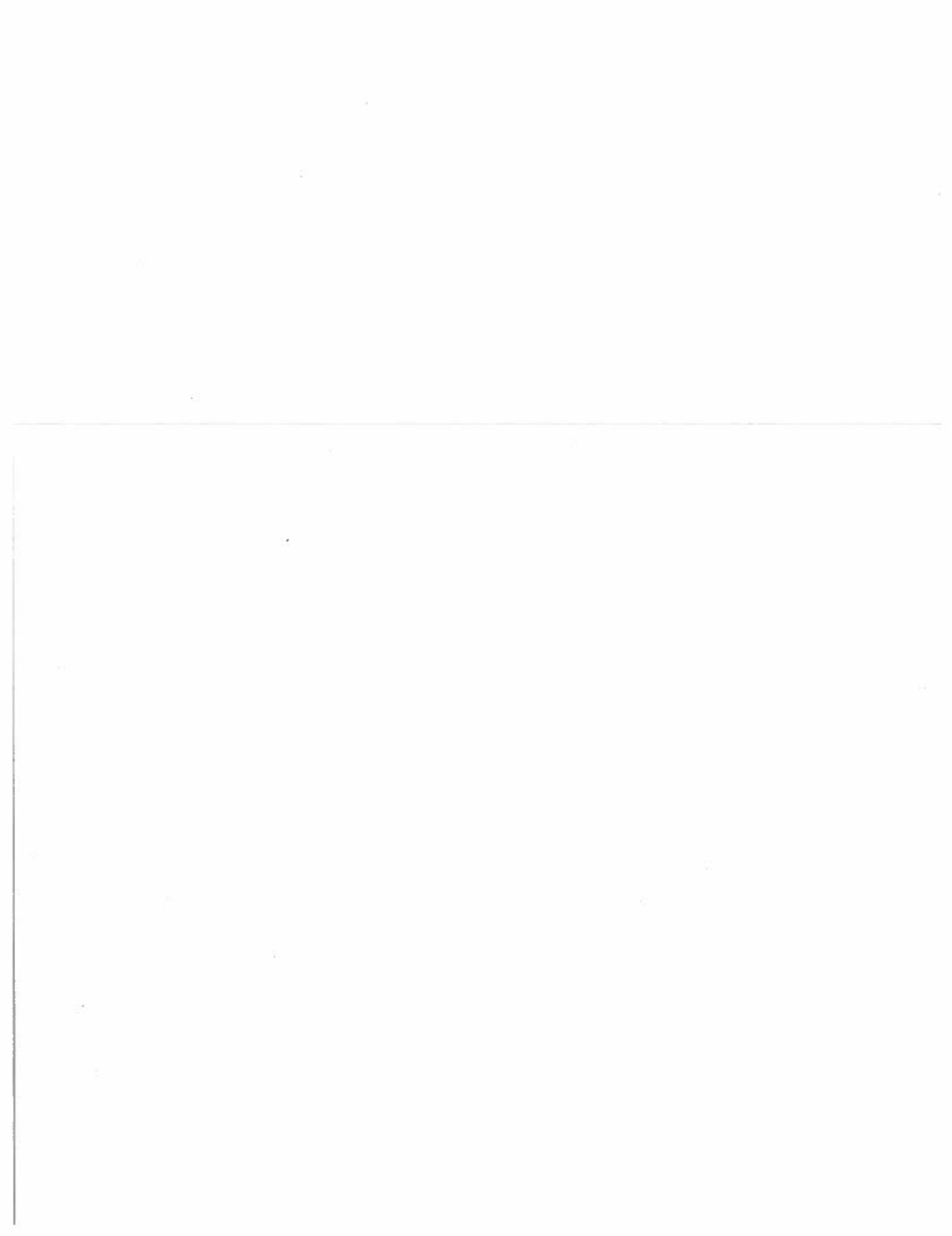
Bottoms, G., O'Neill, K., Fry, B., & Hill, D. (2003). *Good principals are the key to successful schools: Six strategies to prepare more good principals*. Atlanta, GA: Southern Regional Education Board. Retrieved October 22, 2007, from http://www.sreb.org/programs/listw/publications/pubs/03V03_GoodPrincipals.pdf

This report recommends strategies for redesigning principal preparation programs.

Substrategy 7.1: Prepare Aspiring Administrators With Effective Strategies and Tools to Lead Their Schools in the Best Use of Technology

Resource 49: John Hopkins School of Education and the International Society for Technology in Education (ISTE) Offer a School Administration and Supervision Certificate

Johns Hopkins University School of Education. (n.d.). *School administration and supervision, in partnership with the International Society for Technology in Education (ISTE)* [Website]. Retrieved October 22, 2007, from <http://education.jhu.edu/otherspecializations/iste/>



Johns Hopkins Center for Technology in Education. (2004). *Fostering leadership: Our approach* [Website]. Retrieved October 22, 2007, from http://cte.jhu.edu/fostering_approach.html

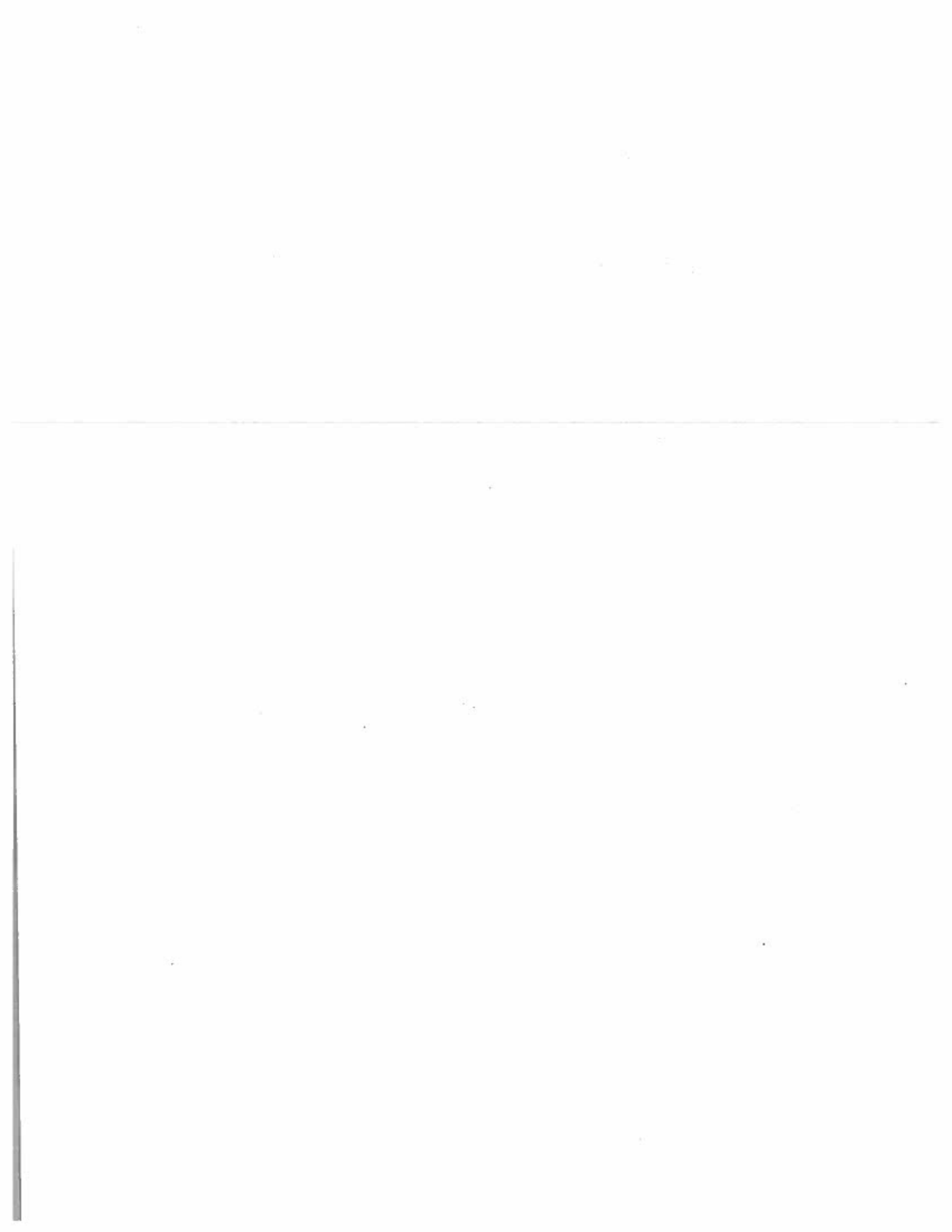
These sites outline a partnership between the John Hopkins School of Education and the International Society for Technology in Education (ISTE) to offer a School Administration and Supervision Graduate Certificate with a technology leadership component. This collaboration recognizes the importance of technology in today's schools and the central role administrators play in leading schools in the use of technology.

Substrategy 7.2: Evaluate Candidates' Mastery of Essential Leadership Competencies and Program Quality and Effectiveness

Resource 50: Evaluative Strategies for Principal Preparation Programs

Fry, B., O'Neill, K., & Bottoms, G. (2006). *Schools can't wait: Accelerating the redesign of university principal preparation*. Atlanta, GA: Southern Regional Education Board. Retrieved October 22, 2007, from http://www.sreb.org/programs/hstw/publications/special/06V04_Schools_Cant_Wait.pdf

This study suggests a process for principal preparation program evaluation.



Strategy 8: Provide Social and Professional Support

Through a cohort structure and formalized mentoring program, provide social and professional support.

Resource 51: Stanford Study of Exemplary Principal Development Programs

Darling-Hammond, L., LaPointe, M., Meyerson, D., Orr, M., & Cohen, C. (Eds.). (2007). *Preparing school leaders for a changing world: Lessons from exemplary leadership development programs* (School Leadership Study Final Report). Stanford, CA: Stanford Educational Leadership Institute. Retrieved October 22, 2007, from http://www.wallacefoundation.org/NR/rdonlyres/664A3CA6-62D3-45AC-B2EA-2A76DB7721C1/0/preparingschoolleaders_finalreport.pdf

This report presents examples of exemplary programs characterized by professional and social support in the form of a cohort structure, formalized mentoring, and advising by expert principals.

Substrategy 8.1: Provide Candidates With Mentoring by Expert Principals

- Include mentored opportunities for candidates so that they can develop practical understanding and real-world job competence.
- Set up mentoring by principals who demonstrate effective instructional leadership and complete a state-approved mentor training program.
- Use standards-based performance measures to identify highly qualified leaders to serve as mentors and coaches.

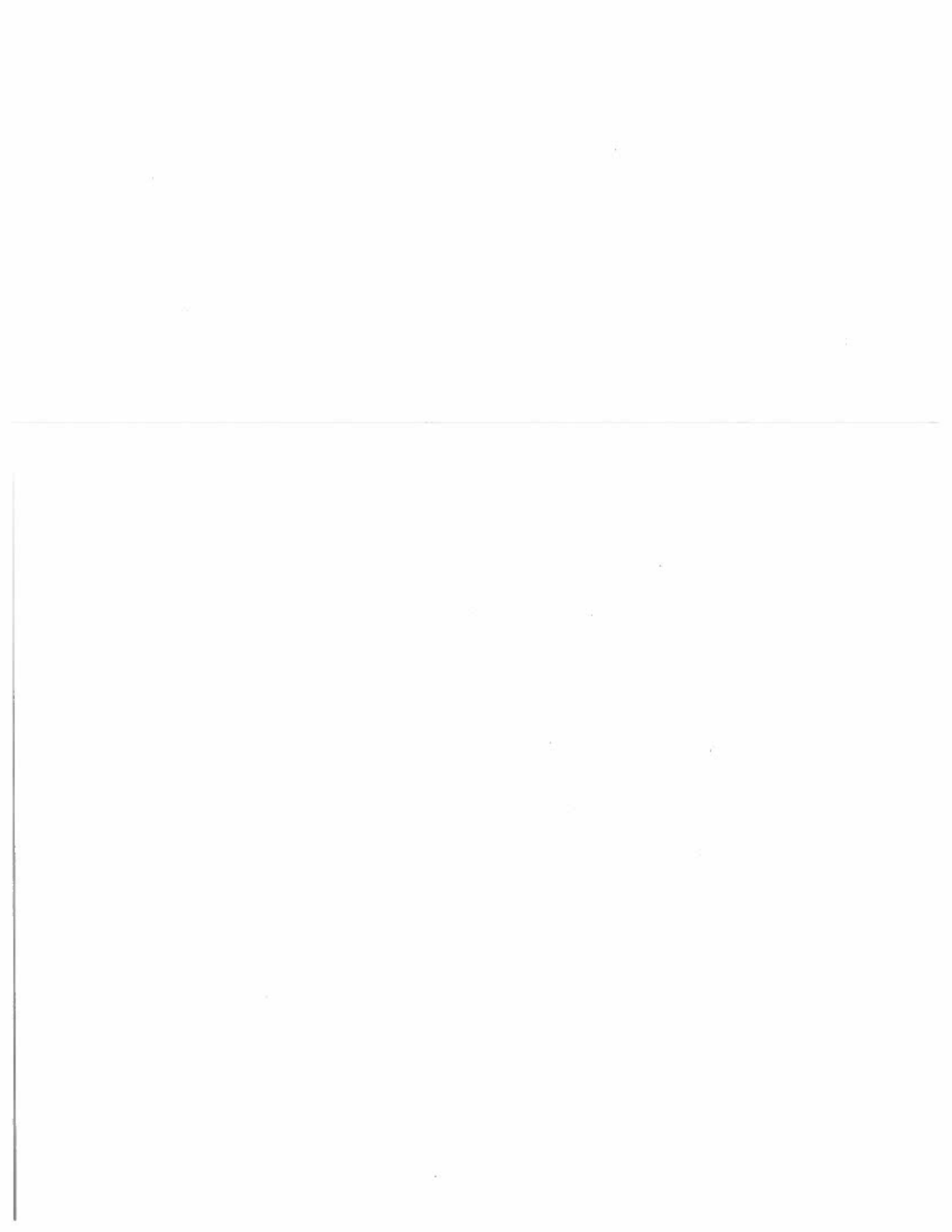
Resource 52: Examples of Principal Mentoring Programs

The Wallace Foundation. (2007, March). *A Wallace perspective – Getting principal mentoring right: Lessons from the field*. New York: Author. Retrieved October 22, 2007, from <http://www.wallacefoundation.org/KnowledgeCenter/KnowledgeTopics/EducationLeadership/GettingPrincipalMentoringRight.htm?bvr=1>

This study analyzes two case studies of mentoring programs: The New York City Leadership Academy; and Jefferson County, Kentucky.

Resource 53: Mentoring Guidelines

Gray, C., Fry, B., Bottoms, G., & O'Neill, K. (2007). *Good principals aren't born—They're mentored: Are we investing enough to get the school leaders we need?* Atlanta, GA: Southern Regional Education Board. Retrieved October 22, 2007, from http://www.sreb.org/programs/hstw/publications/2007pubs/07v05_mentoring_insideandcover.pdf



This report outlines key components of an effective mentoring process, as follows:

- High standards and expectations for performance (p. 21)
- Commitment of university and district partners (p. 23)
- Problem-focused learning (p. 24)
- Clearly defined responsibilities for mentors, university supervisors, and district internship program coordinators (p. 25)
- Meaningful performance evaluations (p. 26)

Resource 54: New Jersey Mentoring Program

New Jersey Leaders to Leaders. (2007, August 6). New Jersey Leaders to Leaders. [Website]. Retrieved October 22, 2007, from <http://www.njl2l.org/index.aspx>

This website describes New Jersey's state-approved mentoring and induction program for new school mentors. This program provides trained mentors and professional development services to support new school leaders as they complete the state-required two-year residency for Standard Principal Certification in New Jersey.

Resource 55: Principals' Executive Program's Leadership Program for New Principals

Principals' Executive Program. (n.d.). *Leadership Program for Aspiring Principals (LPAP)*. Chapel Hill, NC: Center for School Leadership Development. Retrieved October 22, 2007, from <http://www.ncpep.org/content.php/programs/lpap/index.htm>

The Leadership Program for New Principals (LPNP) focuses on helping principals with fewer than three years on the job to create and sustain a shared leadership vision and a positive school culture; improve teaching and learning; and manage buildings and staffs efficiently. Acutely aware of the turbulence of the modern school environment and the pressures of high-stakes testing, instructors and presenters in LPNP balance theoretical and practical approaches to education issues. LPNP comprises ten days of instruction (four 2½-day residential sessions) and convenes at the UNC Center for School Leadership Development (CSLD) in Chapel Hill.

Resource 56: The New Teacher Center CLASS Principal Coaching Program

The New Teacher Center. (n.d.). *School leadership – Professional development for school leaders: New Administrator Program (NAP) & Coaching Leaders to Attain Student Success (CLASS)*. Santa Cruz, CA: Author. Retrieved October 22, 2007, from http://www.newteachercenter.org/sld_leaders.php#nap

“The NTC provides a comprehensive principal induction program tied to certification in California, and supports other states and Local Education Agencies (LEAs) in designing and implementing their own programs. The NTC can provide training for leadership coaches, coach certification, an on-line formative assessment system for novice administrators, and a variety of other resources.”



Substrategy 8.2: Develop a Supportive Cohort Structure

Resource 57: First Ring Leadership Academy: A Cohort-Based Program

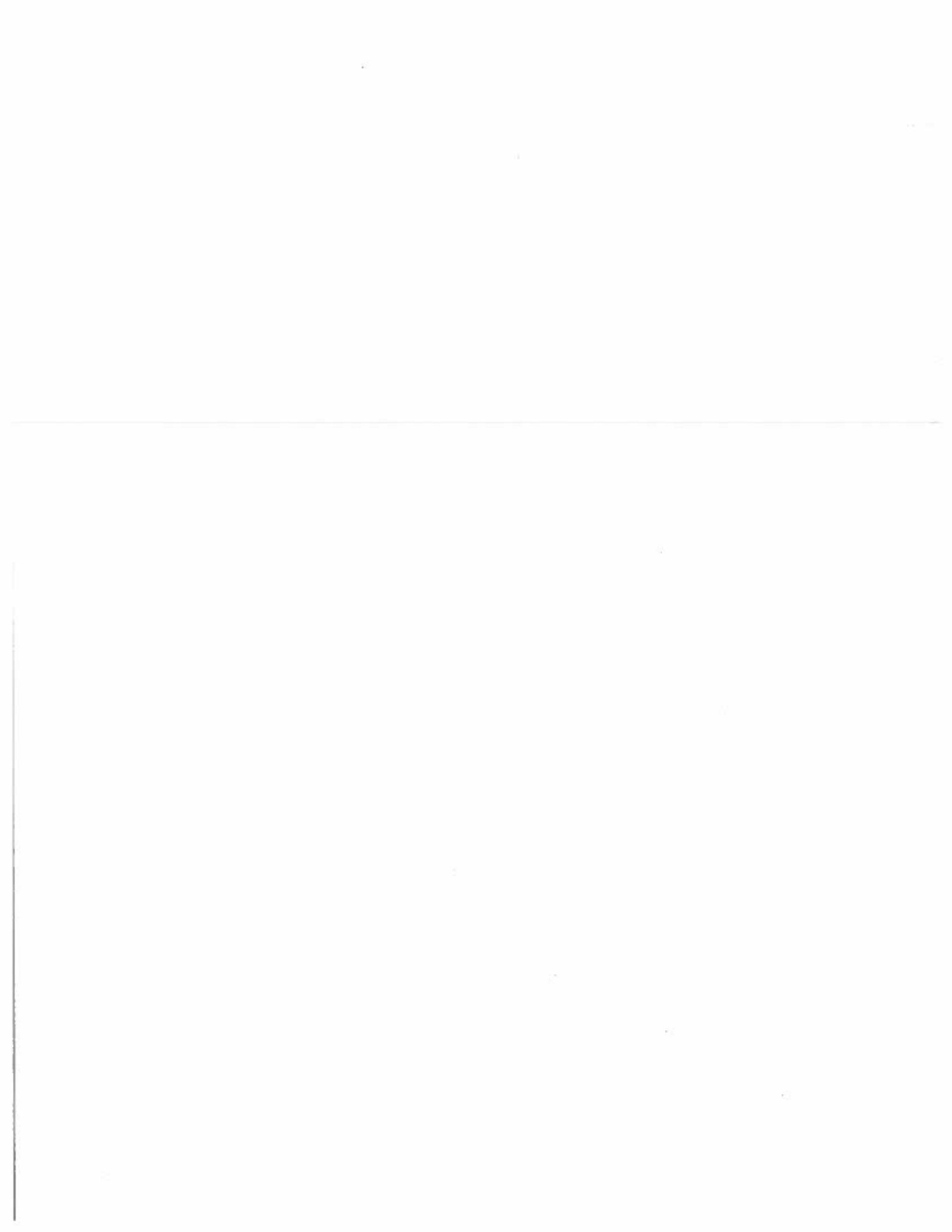
Anthes, K., & Long, A. (2005). *The First Ring Leadership Academy: A multidistrict model for developing, sharing, and supporting leadership talent* (ECS Brief). Denver, CO: Education Commission of the States. Retrieved October 22, 2007, from <http://www.ecs.org/clearinghouse/65/66/6566.pdf>

“The First Ring Leadership Academy is structured in a unique way and with a purposeful design to meet the leadership preparation needs of the Cleveland urban-suburban first ring districts. The program is *cohort-based* to establish a network of collegial support; [it] uses a *performance-based* rather than seat-time based curriculum to ensure candidates master skills before entering districts[, and it] emphasizes *practiced-based* experiences to ensure candidates have real district and school context in which to apply their learning” (p. 5).

Resource 58: The New and Aspiring Principals Academy (NAPA): Mentor-Led Cohort Groups

National Association of Elementary School Principals. (n.d.). *NAESP Leadership Academy and The New and Aspiring Principals Academy*. Alexandria, VA: Author. Retrieved October 22, 2007, from <http://www.naesp.org/ContentLoad.do?contentId=346>

The National Association of Elementary School Principals (NAESP) and the Council for Educational Change (CEC) have collaborated in the development of The New and Aspiring Principals Academy (NAPA), a year-long blended learning leadership training program. In this program, a peer group of aspiring principals meets four times per year for leadership training sessions. Throughout the year, the principal candidates work online and in communication with their group and mentor to move forward with their professional development.



Strategy 9: Provide Candidates With Administrative Internships

Provide candidates with well-designed and supervised administrative internships.

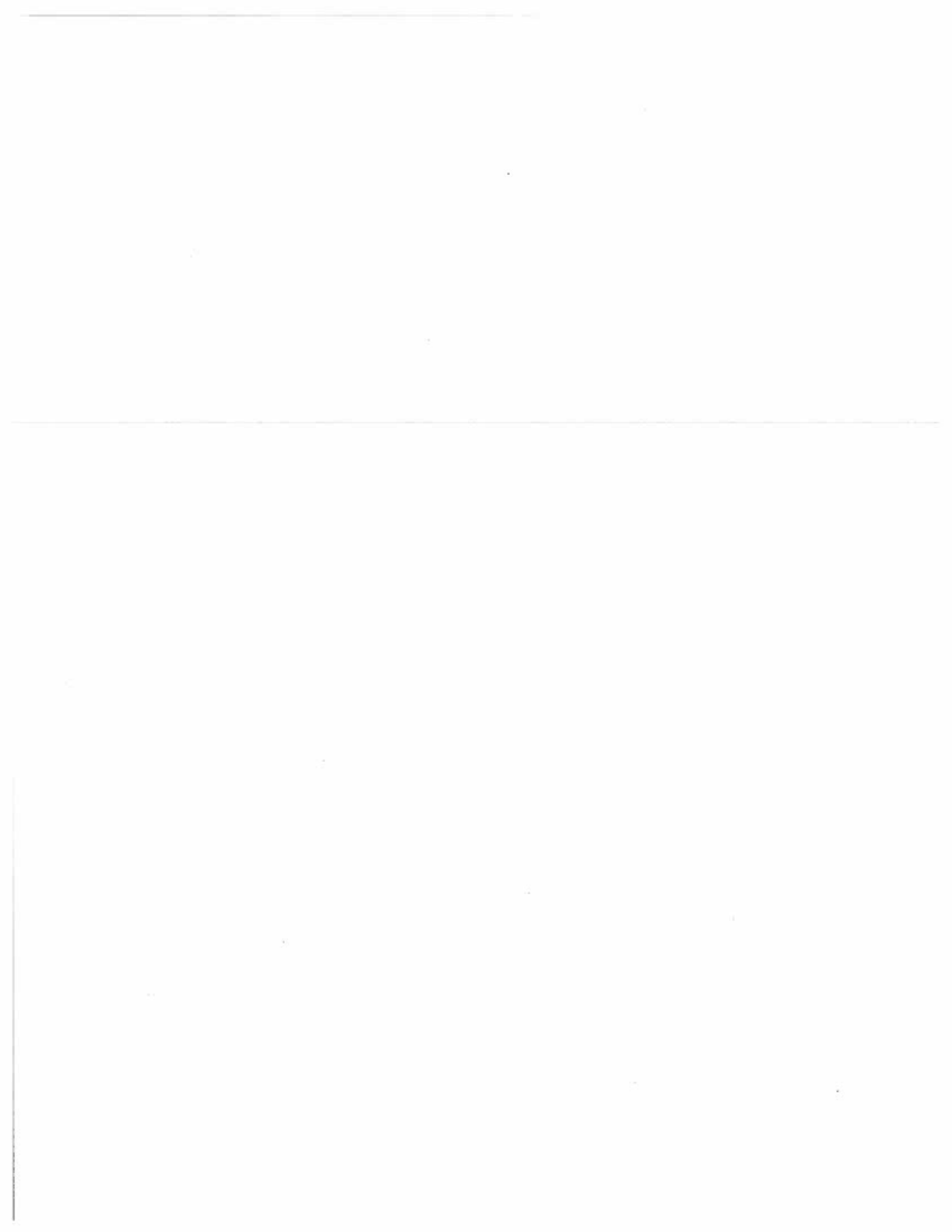
- Make field-based experiences a high priority and a central focus of principal preparation programs.
 - A well-planned and well-supervised internship is essential for preparing school leaders to improve schools and to increase student achievement.
- Create a quality internship program.
 - Aspiring principals should have the opportunity to demonstrate, under the guidance of an experienced leader and a university supervisor, that they have mastered the necessary skills and knowledge to change schools and can apply these skills effectively in a school setting.
- Use standards-based performance measures to identify highly qualified leaders to serve as internship and field supervisors.

Resource 59: Creating Effective Principal Internships

Fry, B., Bottoms, G., & O'Neill, K. (2005). *The principal internship: How can we get it right?* Atlanta, GA: Southern Regional Education Board. Retrieved October 22, 2007, from http://www.sreb.org/programs/hstvw/publications/pubs/05V02_Principal_Internship.pdf

This study of field experiences in 61 educational leadership programs found a disconnect between the work of today's principals and the preparation new principals receive. The report of this study can serve as a guide to educators designing principal internship programs. The following are critical features for effective university-based principal internships:

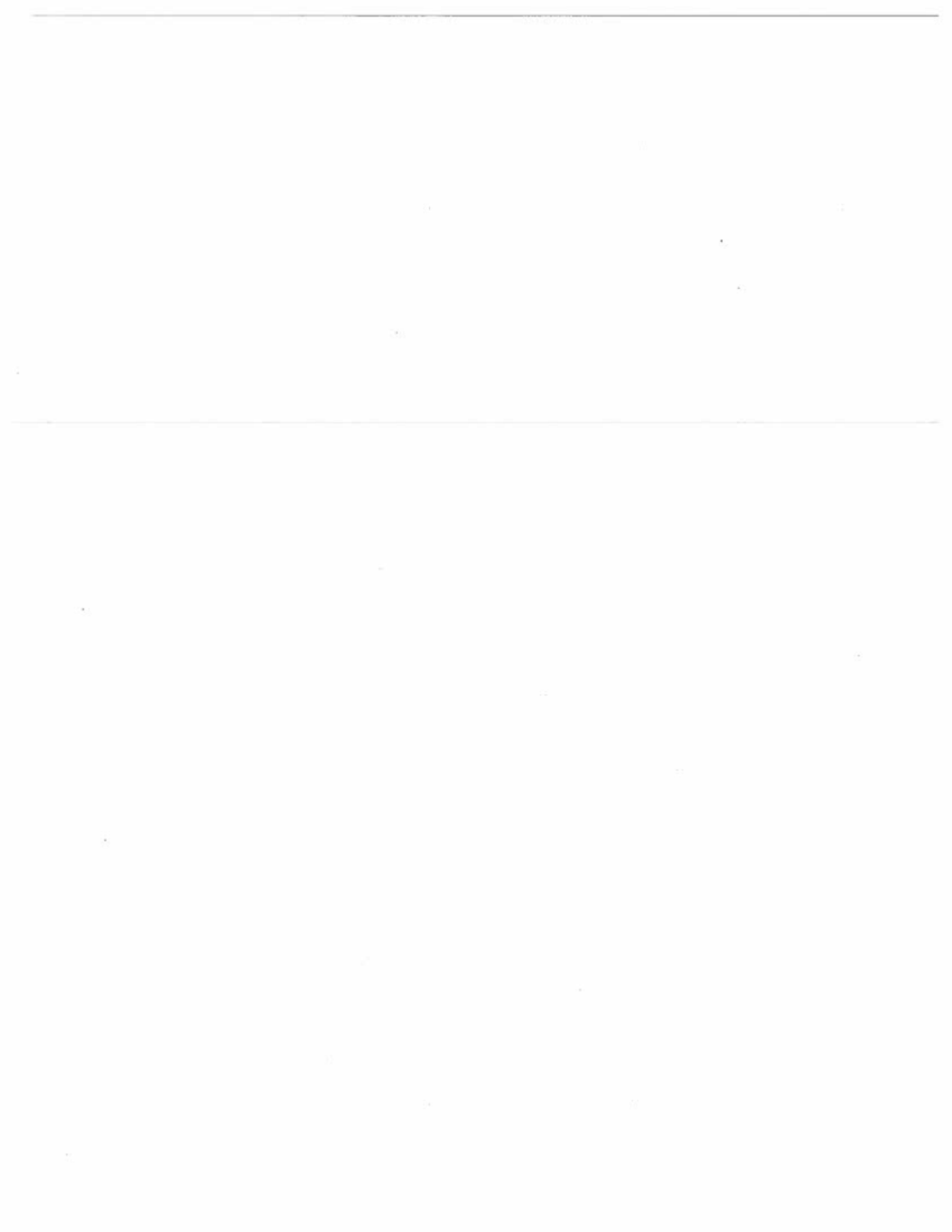
- Collaboration between the university and school districts that “anchors internship activities in real-world problems principals face” (p. 7).
- School-based assignments that provide opportunities for the application of the knowledge and skills needed to perform the responsibilities of a school leader.
- A “developmental continuum” from observing to participating in and then to leading school-based leadership activities (p. 7).
- Field placements in diverse settings.
- Handbooks that clearly define expectations.
- Ongoing supervision and feedback by program faculty.
- Expert principals who model desired leadership behaviors.
- Evaluation of interns' performance of leader responsibilities.



Resource 60: Redesigning University Preparation Programs to Include Field Well-Planned Experiences

Fry, B., O'Neill, K., & Bottoms, G. (2006). *Schools can't wait: Accelerating the redesign of university principal preparation*. Atlanta, GA: Southern Regional Education Board. Retrieved October 22, 2007, from http://www.sreb.org/programs/hstvw/publications/special/06V04_Schools_Cant_Wait.pdf

This report on redesigning university preparation programs points out that setting up a well-planned and supported field experience should be a core condition for principal preparation programs. The authors note that effective field experiences “provide a continuum of observing, participating in, and leading teachers in activities aimed at improving school and classroom practices in ways that increase student achievement” (p. 31).



Strategy 10: Create Pathways to Leadership Certification

Create innovative pathways to leadership certification using the following guidelines:

- Encourage districts and universities to work together to select candidates for leadership preparation programs.
- Develop criteria and screening processes to identify and recruit potential school leaders.
- Move accomplished teachers into school leadership positions.
- Create alternative processes for principal licensure that allow master teachers to qualify for initial licenses.
- Set up screening procedures and award licenses to candidates who complete alternative routes to become principals.
- Establish support systems for candidates who go through alternate routes to become principals.

Resource 61: Strategies for Identifying and Recruiting High Achieving Principal Candidates

Bottoms, G., O'Neill, K., Fry, B., & Hill, D. (2003). *Good principals are the key to successful schools: Six strategies to prepare more good principals*. Atlanta, GA: Southern Regional Education Board. Retrieved October 22, 2007, from http://www.sreb.org/programs/hstw/publications/pubs/03V03_GoodPrincipals.pdf

This report is a good source for strategies for selecting and preparing high performing school principals.

Resource 62: University and District Partnership for Selection of Leadership Candidates: The University of North Texas and the Dallas Independent School District

Fry, B., O'Neill, K., & Bottoms, G. (2006). *Schools can't wait: Accelerating the redesign of university principal preparation*. Atlanta, GA: Southern Regional Education Board. Retrieved October 22, 2007, from http://www.sreb.org/programs/hstw/publications/special/06V04_Schools_Cant_Wait.pdf

This article describes leadership preparation programs in which universities and districts jointly develop criteria and a process for recruiting, screening, and selecting individuals to become school leaders. For example, The Dallas Independent School District works in partnership with the University of North Texas to select leadership candidates. The UNT-DSID approach is a joint effort to identify and prepare teams of teacher leaders for future school leadership positions. This joint selection process has been successful in that over half of the graduates in the program's first cohort are currently serving in leadership positions in the Dallas Independent School District.

Resource 63: Innovative Programs Designed to Attract and Prepare School Principals for Hard-to-Staff Schools

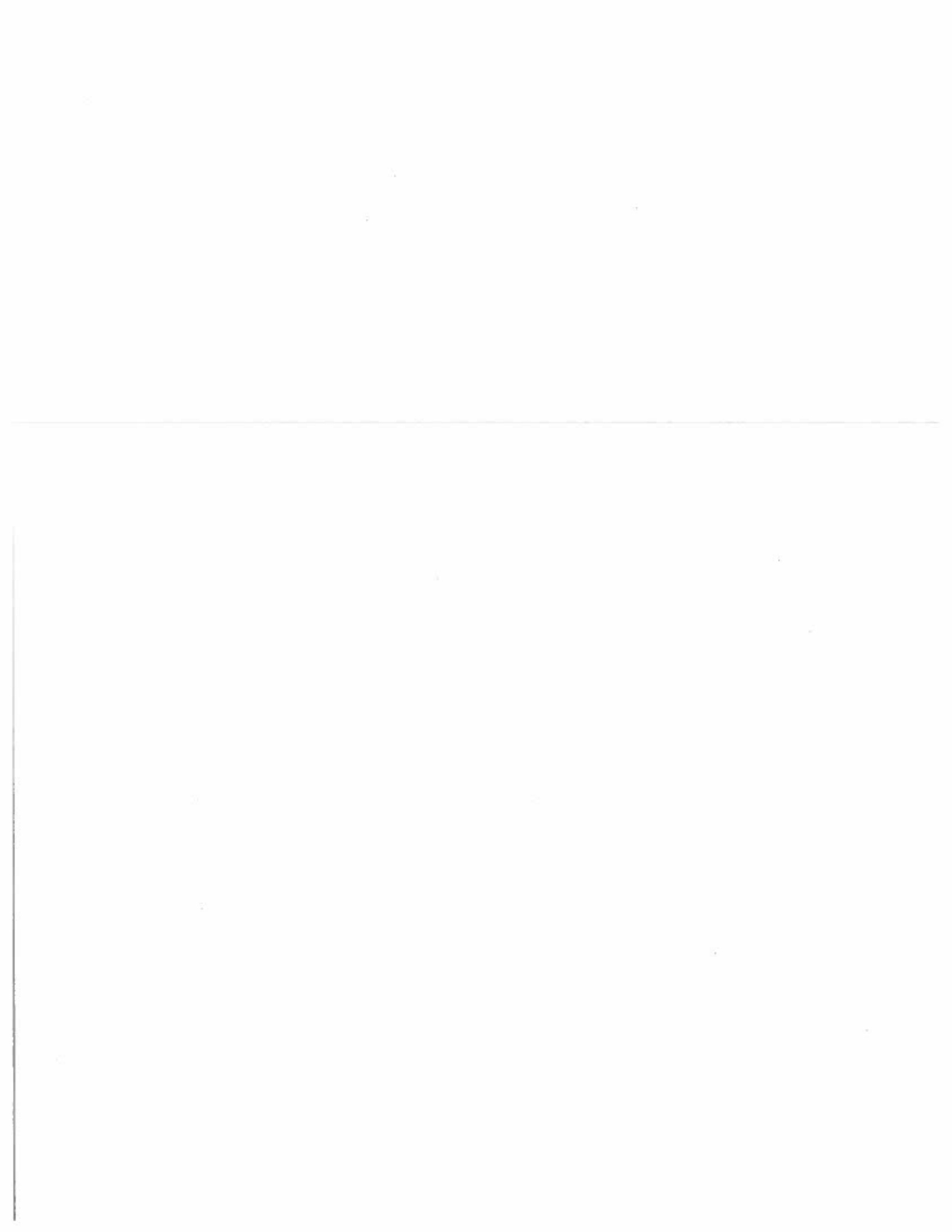
U. S. Department of Education, Office of Innovation and Improvement. (2004). *Innovations in education: Innovative pathways to school leadership*. Washington, DC: Author.
Retrieved October 22, 2007, from
<http://www.ed.gov/admins/recruit/prep/alternative/report.pdf>

This study describes six pioneering programs that seek to recruit successful and experienced leaders and prepare them to be ready to succeed in challenging public school settings. Each program has the following common features:

- “Guiding vision of powerful school leadership” (p. 9).
 - Belief in the importance of highly committed and highly performing school leaders and a “vision of the kinds of leaders needed within its specific context” (p. 9).
- Rigorous and selective candidate criteria.
 - Candidates must already have fully developed foundational leadership skills and a belief system about student learning to make possible an expedited timeline.
- A “meaningful and relevant program of coursework and fieldwork” (p. 9) including the following key elements:
 - Knowledgeable, committed leadership within a partnership structure.
 - Standards-based curriculum [with] clear performance indicators.
 - Instructional design based on adult learning theory.
 - An intensive, focused induction.
 - A supportive cohort structure.
 - A school-based practicum [with] expert mentors (p. 16).
- “Processes for building and sustaining the program over time” (p. 9).
 - Candidate assessment to help “prepare candidates to be successful principals in challenging schools” (p. 24).
 - Program assessment through “data about the performance of graduates in leadership roles” (p. 25).

Each program aims to generate highly qualified principals, but each program reflects its unique roots and context:

- **Boston Principal Fellowship**, Boston, MA: Urban school district in need of school reform leaders.
- **First Ring Leadership Academy**, Cleveland, Ohio: A consortium of “first ring” urban-suburban school districts developing a shared pool of highly qualified principal candidates.



- **LAUNCH (Leadership Academy and Urban Network for Chicago)**, Chicago, IL: A state school administrators association trying to create an expedited route to the principalship (*Note: The LAUNCH program in CPS is being discontinued this year because of its lack of impact and success.*)
- **NJ EXCEL (New Jersey Expedited Certification for Educational Leadership)**, Monroe Township, NJ: A large urban school district's administrators union committed to recruiting, preparing, and supporting new principals.
- **New Leaders for New Schools**, New York; Chicago; Washington, DC; Memphis, Tennessee; and San Francisco Bay Area, California: A national nonprofit focused on developing highly skilled urban principals.
- **Principals Excellence Program**, Pike County Schools, Pikeville, KY: A rural district building an internal leadership pipeline.

This report can serve as a useful guide for recruiting and preparing leaders for challenging urban and rural hard-to-staff schools. In the report is an in-depth analysis of each program included in this study. In addition, the following resources are related to these innovative programs:

Resource 64: Boston Principal Fellowship, Boston, Massachusetts

Boston School Leadership Institute. (n.d.). *Boston Principal Fellowship* [Website]. Retrieved October 22, 2007, from <http://www.bostonsli.org/bpf.html>

Resource 65: First Ring Leadership Academy, Cleveland, Ohio

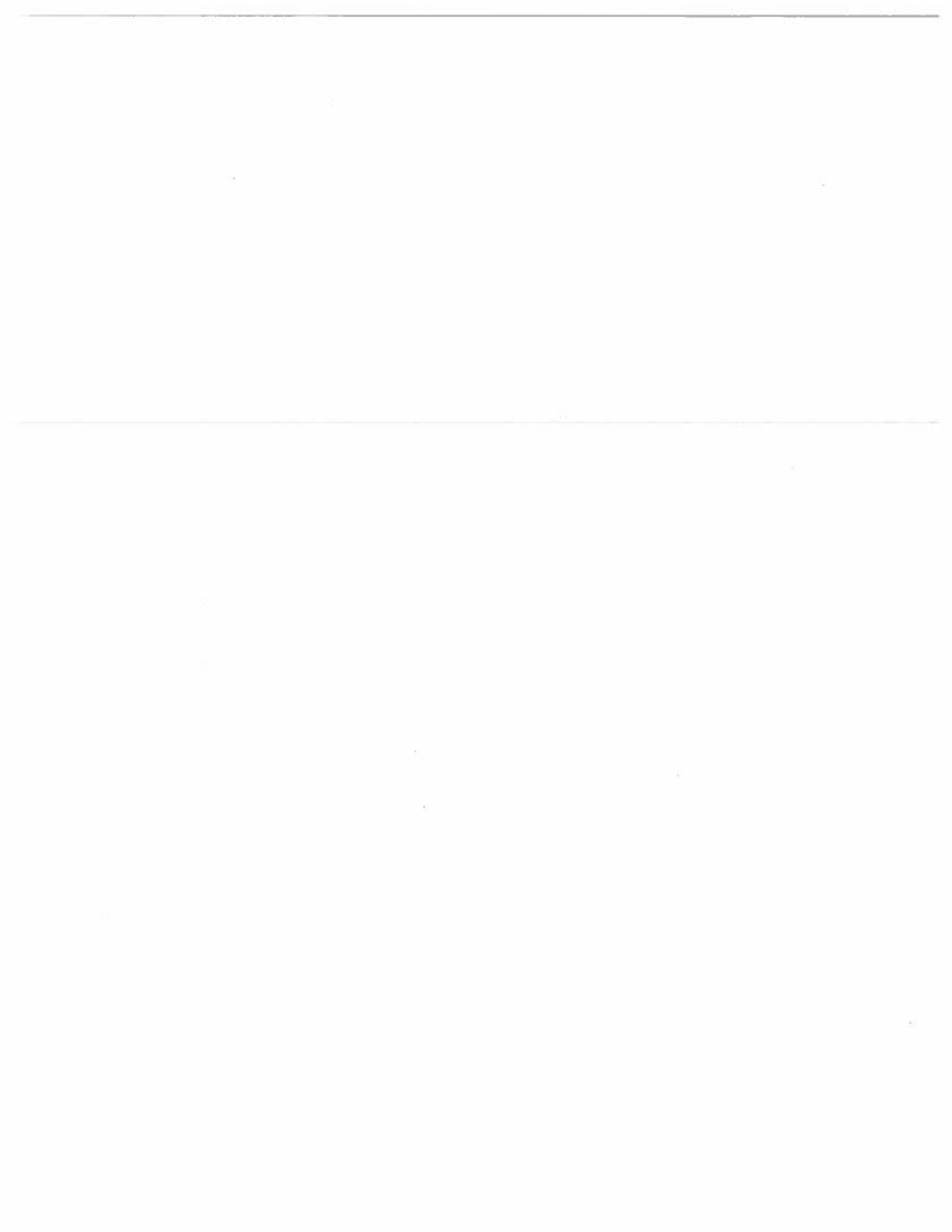
Anthes, K., & Long, A. (2005). *The First Ring Leadership Academy: A multidistrict model for developing, sharing, and supporting leadership talent* (ECS Brief). Denver, CO: Education Commission of the States. Retrieved October 22, 2007, from <http://www.ecs.org/clearinghouse/65/66/6566.pdf>

Resource 66: First Ring Leadership Academy, Cleveland, Ohio

First Ring Leadership Academy. (2007). *First Ring Leadership Academy* [Website]. Retrieved October 22, 2007, from <http://www.csuohio.edu/theacademy/>

Resource 67: New Leaders for New Schools: New York; Chicago; Washington, DC; Memphis, Tennessee; and San Francisco Bay Area, California

New Leaders for New Schools. (n.d.). *New Leaders for New Schools* [Website]. Retrieved October 22, 2007, from <http://www.nlms.org/NLWeb/Index.jsp>



Resource 68: NJ EXCEL (New Jersey Expedited Certification for Educational Leadership), Monroe Township, New Jersey

New Jersey Expedited Certification for Educational Leadership. (2007, August). New Jersey Expedited Certification for Educational Leadership. [Website]. Retrieved October 22, 2007, from <http://www.njexcel.org/>

Resource 69: Principals Excellence Program, Pike County Schools, Pikeville, Kentucky

e-Lead Leadership for Student Success. (n.d.). *Principals Excellence Program | University of Kentucky and Pike County Public Schools*. Washington, DC: Author. Retrieved October 22, 2007, from <http://www.e-lead.org/programs/pep/summary.asp>

Resource 70: Policy and Program Innovations in Preparing School Principals

Hale, E. L., & Moorman, H. N. (2003). *Preparing school principals: A national perspective on policy and program innovations*. Washington, DC: Institute for Educational Leadership and Edwardsville, IL: Illinois Education Research Council. Retrieved October 22, 2007, from <http://www.iel.org/pubs/preparingprincipals.pdf>

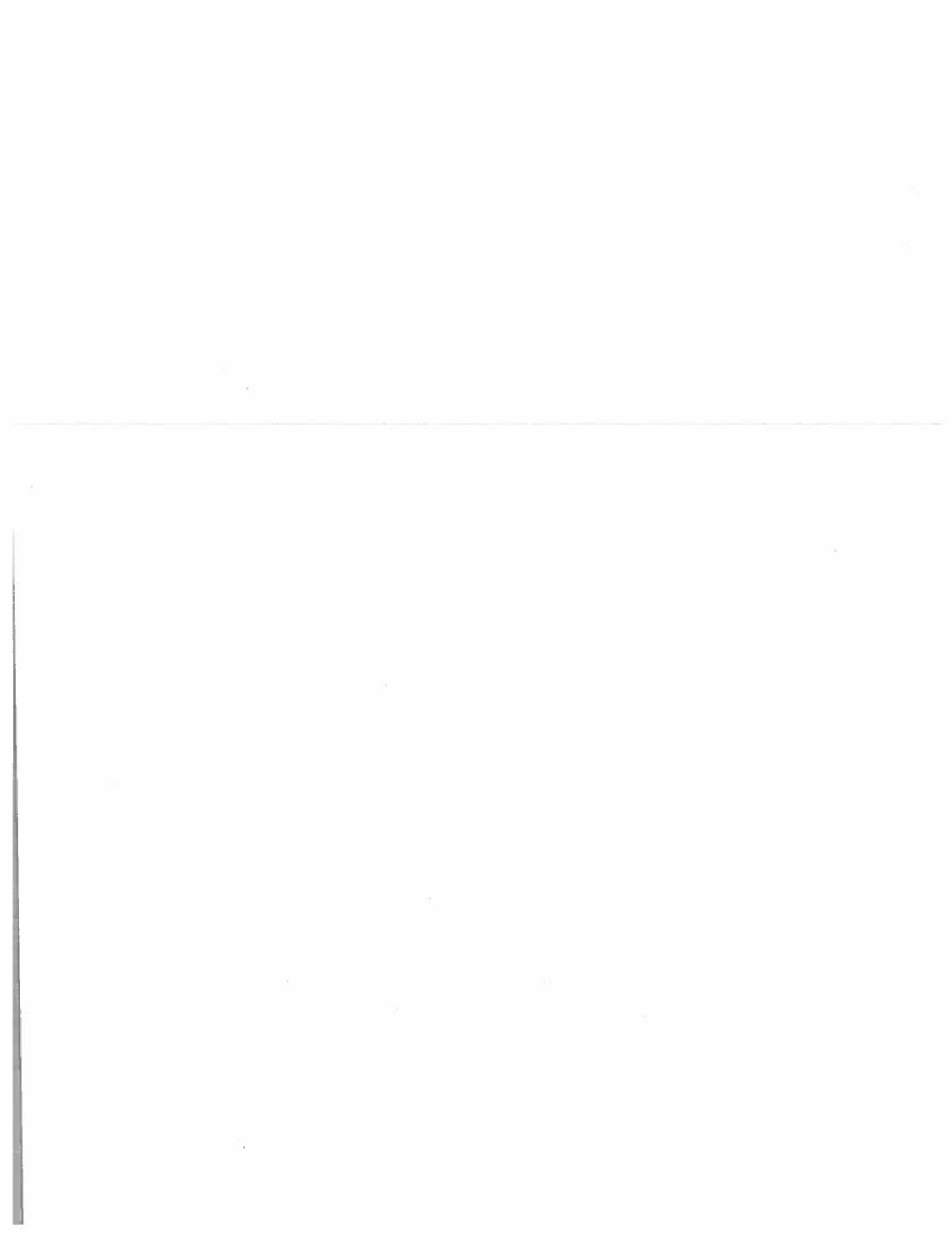
This report focuses on two areas in which state policies and programs can influence school leadership: licensure, certification, and accreditation requirements and principal training and professional development. The report gives examples of promising approaches and practices across state systems, in local districts, and in universities and colleges. For example, partnerships between universities and school districts can make it possible to identify the most promising principal candidates, those who have shown potential for success and will be likely to return to the school district, as well as to develop learning laboratories in the schools where student-principals can make “protected or mentored mistakes from which they can learn” (p. 6). New innovative leadership policies and programs are discussed in this report.

Resource 71: NTC’s Alternate Clear Credentialing Program (ACCP) Using Leadership Coaching and Performance-Based Measures

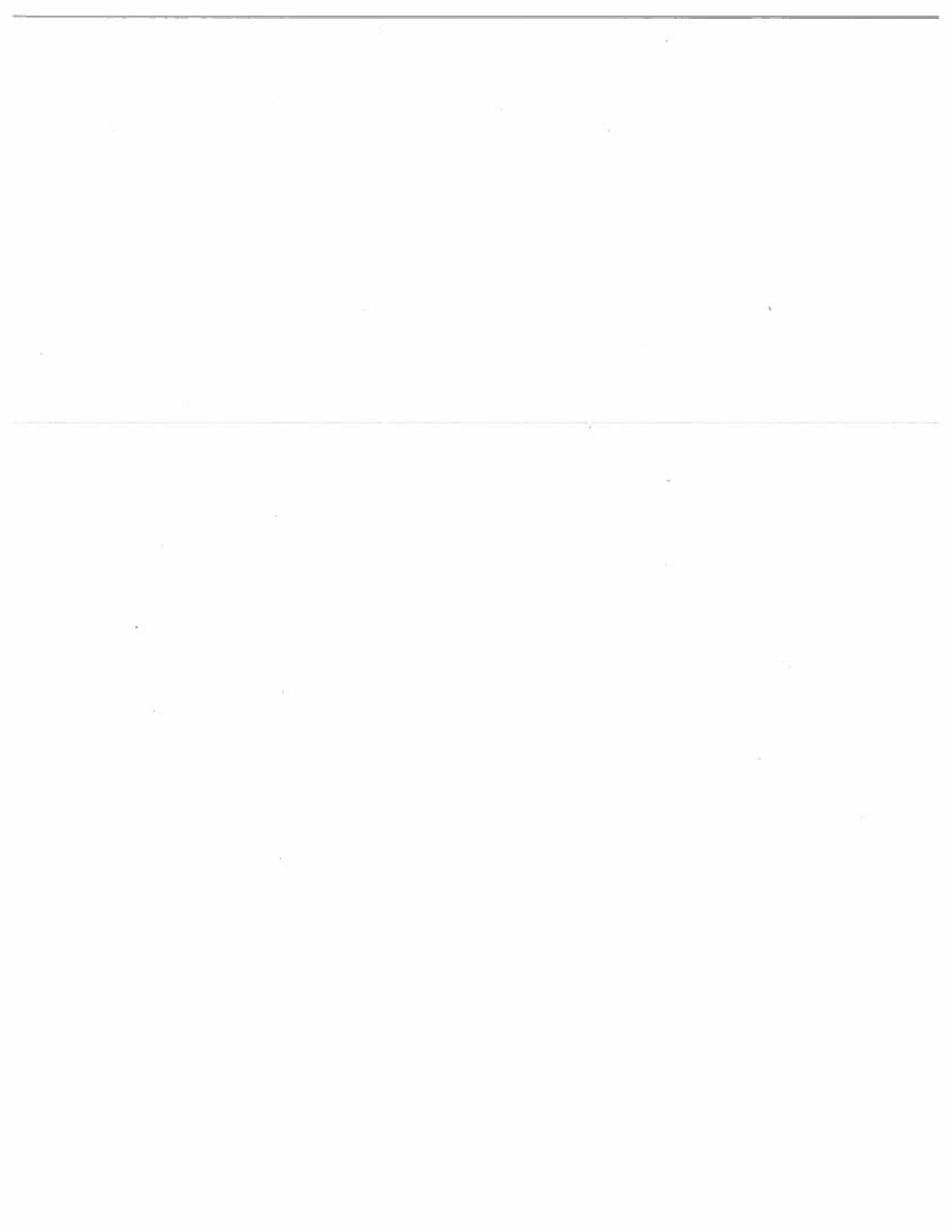
The New Teacher Center. (n.d.). *Alternative Professional Clear Administrative Services Credential Program*. Santa Cruz: University of California. Retrieved October 22, 2007, from http://www.newteachercenter.org/sld_accp.php

Association of California School Administrators and the New Teacher Center. (2006). *Program overview/guidelines*. Santa Cruz: Author. Retrieved October 22, 2007, from http://www.newteachercenter.org/docs/ACCP_Program_Overview.pdf

These websites describe the new Alternate Clear Credentialing Program (ACCP) offered by The New Teacher Center and the ACSA. “The Association of California School Administrators (ACSA) and the New Teacher Center at University of California–Santa Cruz (NTC) have partnered to offer an alternative program for the Professional Clear Administrative Services Credential. The Alternate Clear Credentialing Program (ACCP) provides induction support and



Professional Clear Certification to novice school administrators through on-site individual coaching by certified Leadership Coaches. Driven by the California Professional Standards for Educational Leaders (CPSELs), candidates will create an individualized plan for demonstrating performance standards that will determine the focus for coaching. Successful candidates will receive their credential at the end of the two-year period.”



Strategy 11: Design Inservice Programs for Learning Opportunities

Design inservice programs that offer a well-connected set of learning opportunities based on theory and practice by implementing the following strategies:

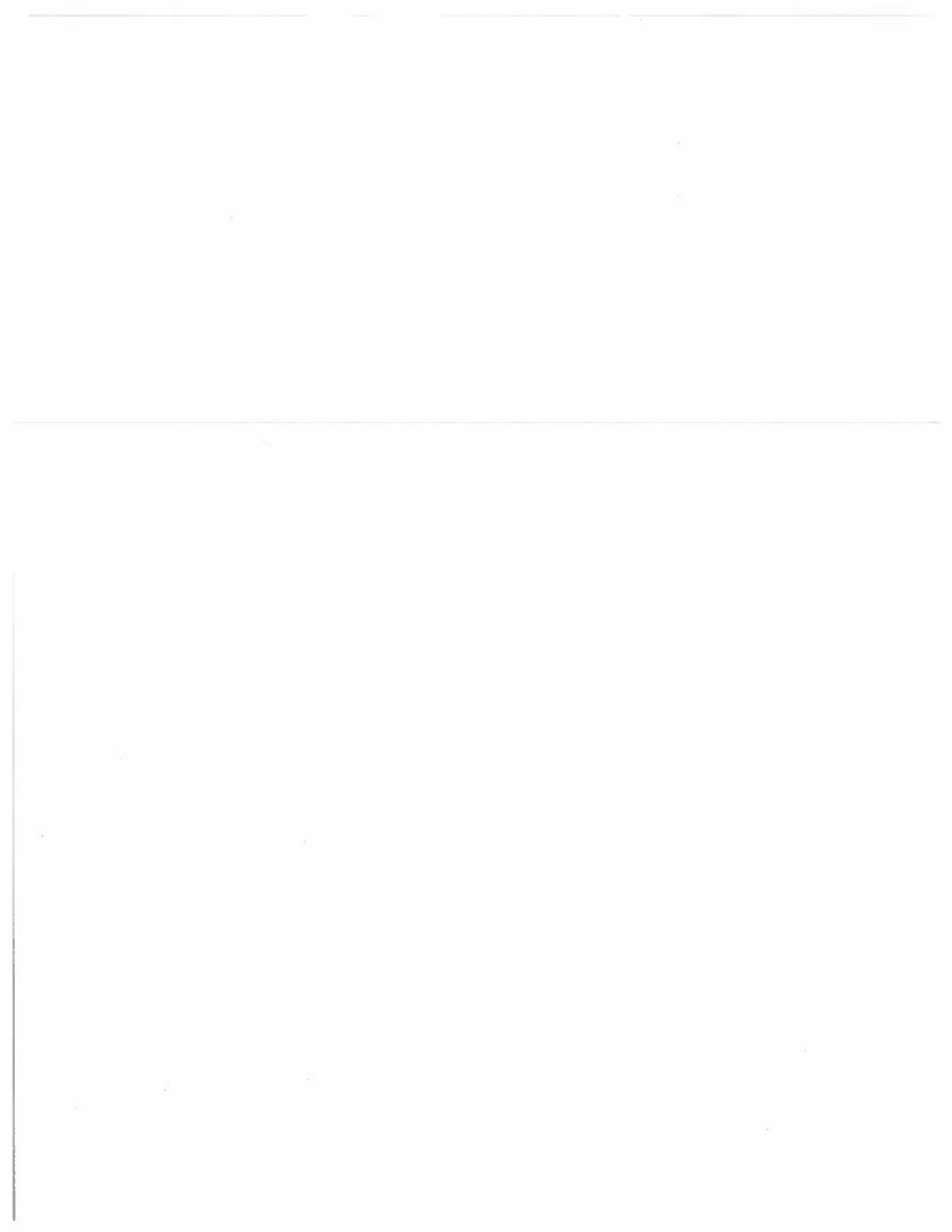
- Create a continuum of learning that begins with the preparation of principal candidates and continues through their induction and careers as principals.
- Use a clear model of instructional leadership.
- Focus the learning on specific professional practices, including the following:
 - Developing shared, schoolwide goals and direction.
 - Observing and providing feedback to teachers.
 - Planning professional development.
 - Using data to guide school improvement.
 - Managing change effectively.
- Offer support through mentoring, peer coaching, participation in principals' networks and study groups, where principals can share experiences and problem-solving strategies.
- Organize peer observations and visits to other schools.
 - Conduct "guided walk-throughs" in which principals observe classroom practices and consider how to evaluate and improve teaching and learning.

Resource 72: Stanford Study of Exemplary Principal Training Programs

Darling-Hammond, L., LaPointe, M., Meyerson, D., Orr, M., & Cohen, C. (Eds.). (2007). *Preparing school leaders for a changing world: Lessons from exemplary leadership development programs* (School Leadership Study Final Report). Stanford, CA: Stanford Educational Leadership Institute. Retrieved October 22, 2007, from http://www.wallacefoundation.org/NR/rdonlyres/664A3CA6-62D3-45AC-B2EA-2A76DB7721C1/0/preparingschoolleaders_finalreport.pdf

LaPointe, M., Davis, S., & Cohen, C. (2006, November). *School leadership study: Developing successful principals: Exemplary programs produce strong instructional leaders*. Paper presented November 9–12, 2006, at the annual convention of the University Council for Educational Administration, Stanford, CA. Retrieved October 22, 2007, from http://seli.stanford.edu/research/documents/ucea_papers/sls_ucea_leaders.pdf

This study by SELI examined exemplary preservice and inservice principal training programs. The inservice programs described in the report were sponsored by the Hartford (CT) Public Schools, Jefferson County (KY) Public Schools, Region One in New York City, and the San Diego Unified School District. This report provides a guide for school district leaders and state policymakers to redesign professional development for school principals.



Resource 73: Hartford Public Schools: Paving a Pathway to Principalship

Connecticut State Department of Education. (2006). *Bureau of Educator Assessment: The Connecticut Urban Leadership Academy – Program description*. Hartford, CT: Author. Retrieved October 22, 2007, from <http://www.sde.ct.gov/sde/cwp/view.asp?a=2652&q=320398>

LaPointe, M., Flessa, J., Pecheone, R., & Cohen, C. (2007). Hartford (CT) Public Schools: Paving a pathway to the principalship. In M. LaPointe, L. Darling-Hammond, & D. Meyerson (Eds.), *Preparing school leaders for a changing world: Case studies of exemplary programs* (pp. 78–87). Stanford, CA: Stanford Educational Leadership Institute. Retrieved October 22, 2007, from http://seli.stanford.edu/research/documents/sls_case_summaries.pdf

Learning Research and Development Center. University of Pittsburgh. (2007). Institute for Learning [Website]. Retrieved October 22, 2007, from <http://ifl.lrdc.pitt.edu/ifl/index.php?section=leadership>

The Wallace Foundation. (n.d.). *Grants and programs: Leadership for educational achievement in districts (LEAD)*. New York: Author. Retrieved October 22, 2007, from <http://www.wallacefoundation.org/GrantsPrograms/FocusAreasPrograms/EducationLeadership/LeadProgram.htm>

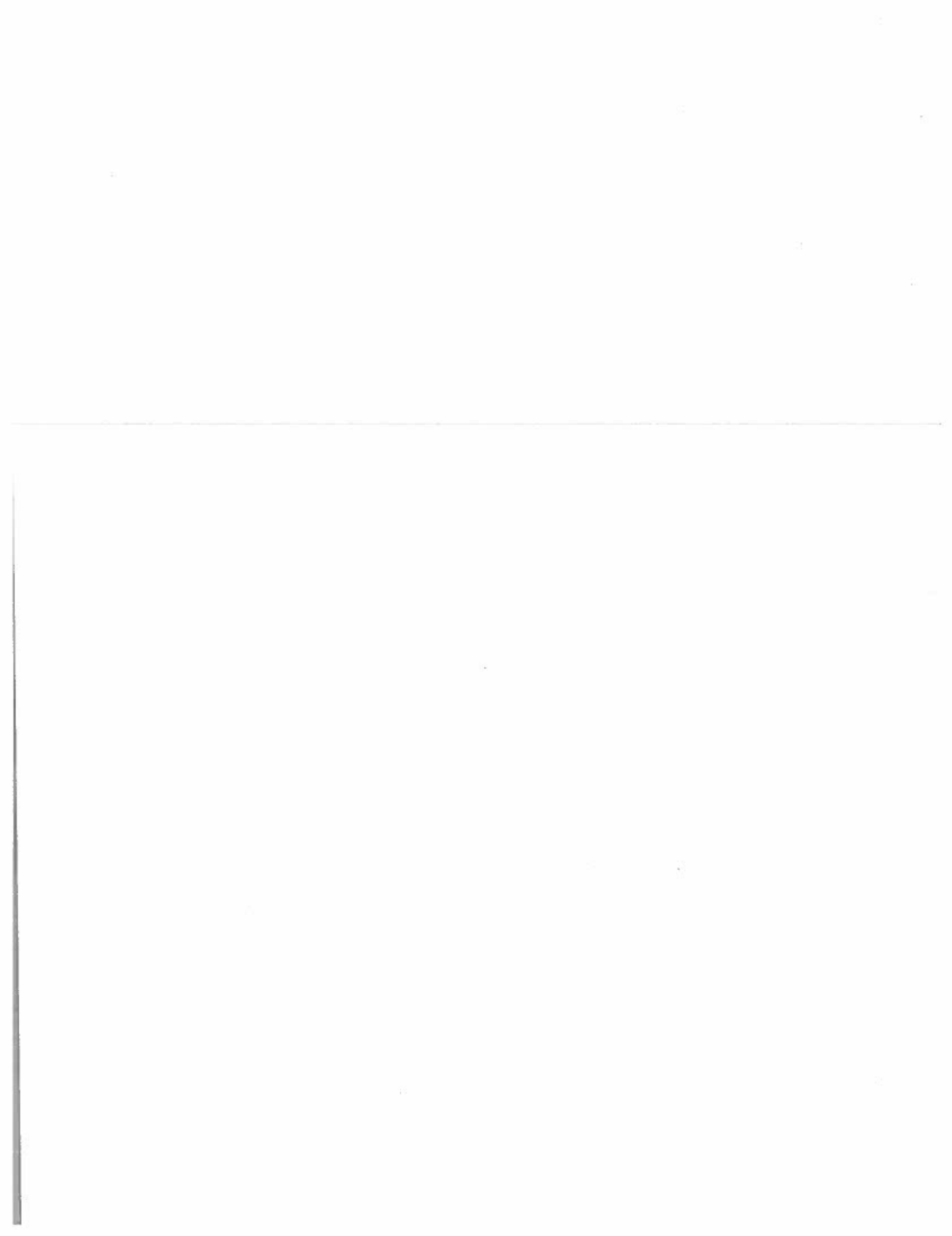
The LEAD Initiative in Hartford, Connecticut, has used leadership development to make reforms vital to moving beyond a state takeover

Resource 74: Jefferson County (KY) Public Schools: Creating a Leadership Pipeline

Jefferson County (KY) Public Schools. (n.d.). *A comprehensive leadership preparation program* [Press release]. Louisville, KY: Jefferson County Public Schools. Retrieved October 22, 2007, from http://www.cgcs.org/images/PastConference_pdfs/LD1.pdf

Flessa, J., Murphy, J., LaPointe, M., & Cohen, C. (2007). Jefferson County (KY) Public Schools: Creating a leadership pipeline. In LaPointe, M., Darling-Hammond, L., & Meyerson, D., (Eds.), *Preparing school leaders for a changing world: Case studies of exemplary programs* (pp. 88–99). Stanford, CA: Stanford Educational Leadership Institute. Retrieved October 22, 2007, from http://seli.stanford.edu/research/documents/sls_case_summaries.pdf

The Jefferson County Public Schools (KY) has developed a leadership development program to meet the needs of principals working in the district. “Working with the University of Louisville, JCPS has crafted a pathway from the classroom to the principalship and a wide array of supports for practicing leaders” (p. 3).



Resource 75: New York City's Region One: A Continuum of Leadership Preparation and Development

Bank Street College of Education. (2004). *The Leadership Center: The Principal's Institute*. New York: Author. Retrieved October 22, 2007, from <http://www.bankstreet.edu/leadershipcenter/index.html>

New York City Leadership Academy. (2006). *Programs*. Long Island City: Author. Retrieved October 22, 2007, from http://www.nycleadershipacademy.org/02_00_programs.html

Orr, M. T., Barber, M. E., & Cohen, C. (2007). New York City's Region One: A continuum of leadership preparation and development. In M. LaPointe, L. Darling-Hammond, & D. Meyerson (Eds.), *Preparing school leaders for a changing world: Case studies of exemplary programs* (pp. 46–55). Stanford, CA: Stanford Educational Leadership Institute. Retrieved October 22, 2007, http://seli.stanford.edu/research/documents/sls_case_summaries.pdf

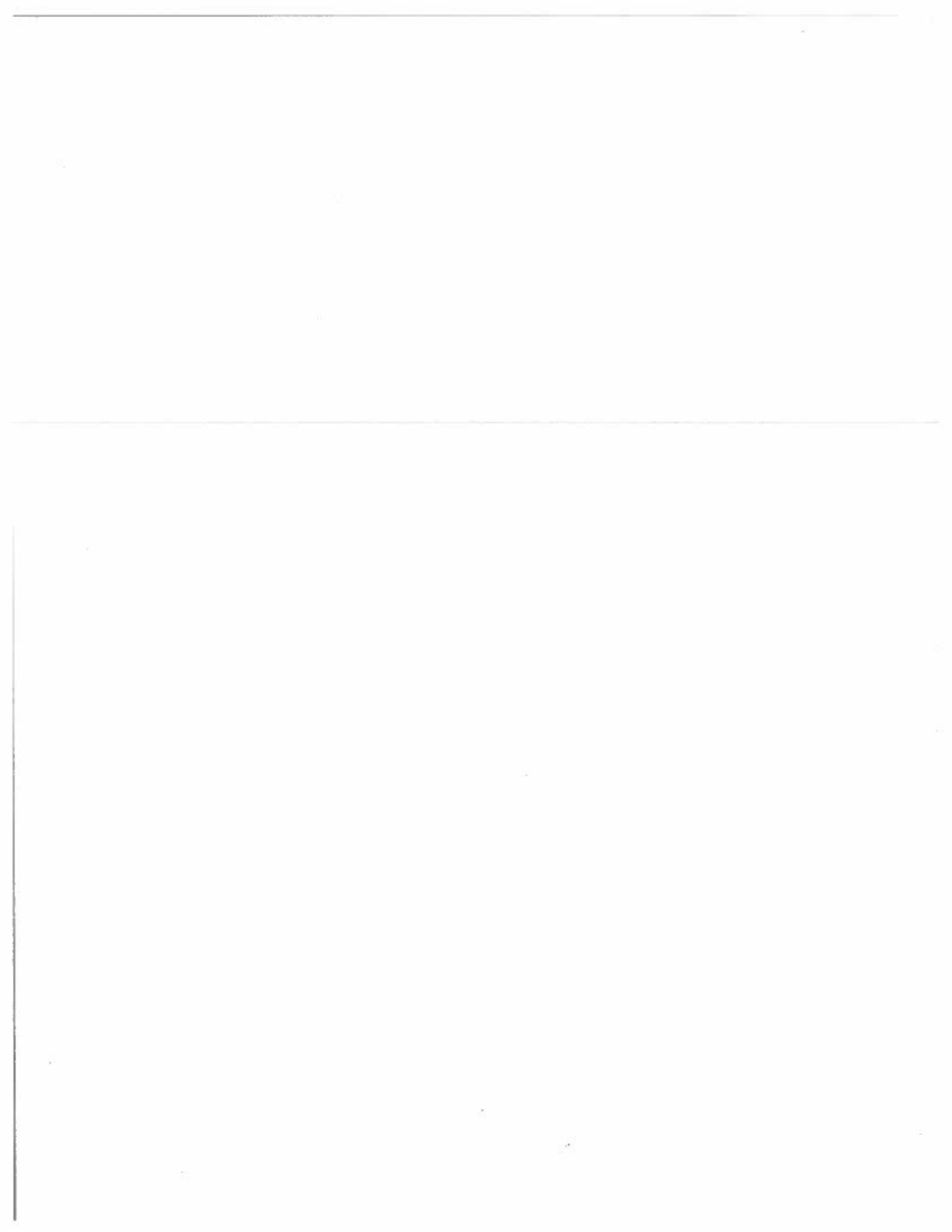
Region One of New York City and Bank Street College have developed a continuum of leadership preparation, “including preservice, induction, and inservice support. This continuum aims to create leadership for improved teaching and learning closely linked to the district’s instructional goals.”

Resource 76: Principal Development in San Diego: A Coherent Commitment to Instructional Leadership

University of San Diego. (2007). *Educational Leadership Development Academy*. San Diego, CA: Author. Retrieved October 22, 2007, from <http://www.sandiego.edu/academics/soles/acadprog/elda/>

Darling-Hammond, L., Barber, M. E., LaFors, J., & Cohen, C. (2007). Principal development in San Diego: A coherent commitment to instructional leadership. In M. LaPointe, L. Darling-Hammond, & D. Meyerson (Eds.), *Preparing school leaders for a changing world: Case studies of exemplary programs* (pp. 28–45). Stanford, CA: Stanford Educational Leadership Institute. Retrieved October 22, 2007, from http://seli.stanford.edu/research/documents/sls_case_summaries.pdf

San Diego’s continuum of leadership preparation and development is a closely aligned partnership between the San Diego Unified School District and the Educational Leadership Development Academy at the University of San Diego. The preservice and inservice programs support the development of leaders across the stages of their careers by focusing on rich field experiences and strong mentoring and by fostering adult learning.



Resource 77: The New Teacher Center's Leadership Coaching

School Leadership Development at the New Teacher Center. (n.d.). *Comprehensive support for the professional development of powerful instructional leaders* [Brochure]. Santa Cruz, CA: University of California. Retrieved October 22, 2007, from http://www.newteachercenter.org/pdfs/SLD_Brochure_05_final_1675.pdf

NTC provides "direct coaching support to new and veteran administrators, trains and supports leadership coaches, and trains and supports site and central office administrators in instructional leadership skills." School Leadership Professional Development from New Teacher Center works with a district "to build comprehensive professional leadership development plans that link workshop content to district goals and initiatives and that support implementation through participation in Professional Learning Communities."

Resource 78: WestEd's Team Approach to Professional Development

WestEd. (2007). *School leadership team development*. San Francisco, CA: Author. Retrieved October 22, 2007, from <http://www.wested.org/cs/we/view/serv/37>

This site describes WestEd's team approach to professional development, where multiple school leadership teams from the same district work together on local goals.

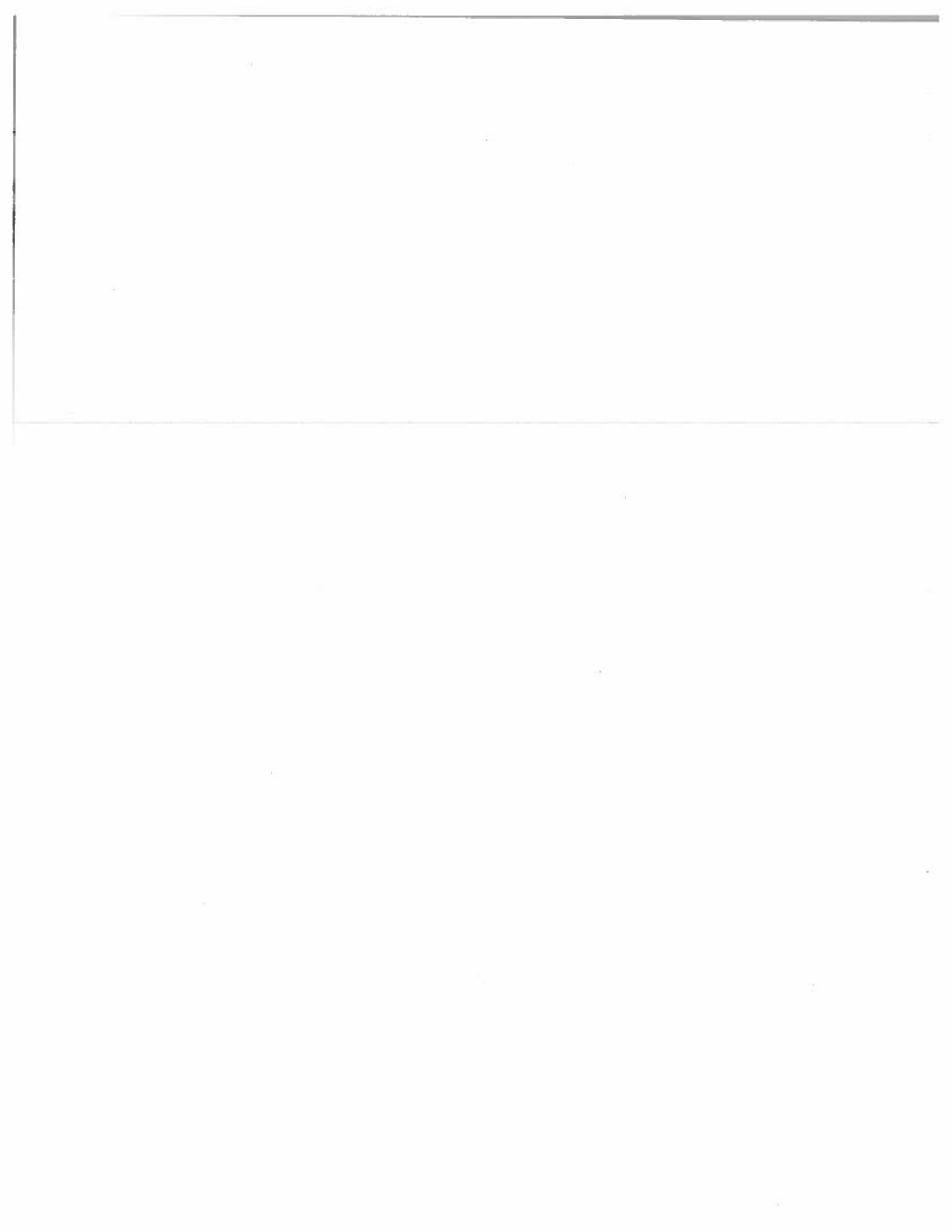
Resource 79: NISL Executive Development Program: Training Principals Through Leadership Teams

The National Institute for School Leadership. (2005). *The NISL Program: Program overview*. Washington, DC: National Center on Education and the Economy. Retrieved October 22, 2007, from <http://www.ncee.org/nisl/program/index.jsp?setProtocol=true>

Hale, E. L., & Moorman, H. N. (2003). *Preparing school principals: A national perspective on policy and program innovations*. Washington, DC: Institute for Educational Leadership and Edwardsville, IL: Illinois Education Research Council. Retrieved October 22, 2007, from <http://www.iel.org/pubs/preparingprincipals.pdf>

This report cites as an example of a strategy used to improve principal professional development, the National Center on Education and the Economy (NCEE) working on-site with practicing principals through the National Institute for School Leadership (NISL) to help school districts prepare practicing principals to be outstanding instructional leaders. Every NISL partner selects a team of local educators to learn the NISL curriculum and then teaches it to local principals. The website describes the NISL Executive Development Program, which is based on the following two components:

1. NISL faculty members teach the curriculum of the principals program to leadership teams selected from among senior local educators.
2. The NISL-trained leadership teams in turn teach the NISL curriculum to local principals and other school leaders.



Resource 80: NAESP Leadership Academy

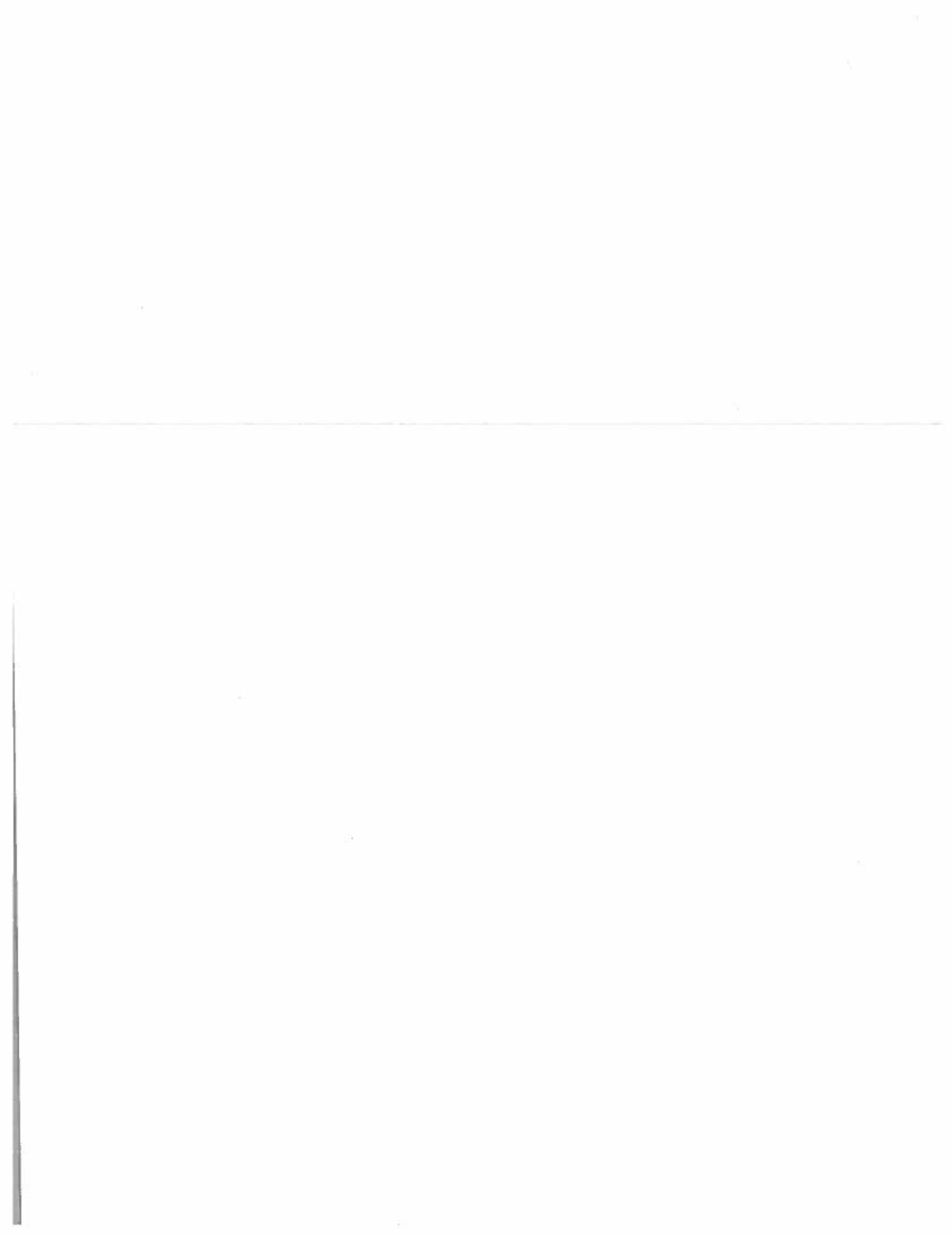
National Association of Elementary School Principals. (n.d.). *NAESP Leadership Academy and The New and Aspiring Principals Academy*. Alexandria, VA: Author. Retrieved October 22, 2007, from <http://www.naesp.org/ContentLoad.do?contentId=346>

The NAESP Leadership Academy provides professional development leadership training through workshops, seminars, and e-learning opportunities.

Resource 81: ECS Education Leadership Policy Toolkit

Education Commission of the States. (n.d.). *ECS education leadership policy toolkit*. Retrieved October 22, 2007, from <http://www.ecs.org/MetLifeToolkit/index-home.html>

The Education Commission of the States' Education Leadership Toolkit is a unique online resource for state policymakers, school district officials, principals, and classroom teachers to increase awareness and understanding of the policies, practices, and processes that serve to strengthen leadership for reform and improvement in schools and districts.



Strategy 12: Provide Training and Support for Superintendents

Provide executive training programs and ongoing support for school superintendents as described in the following actions:

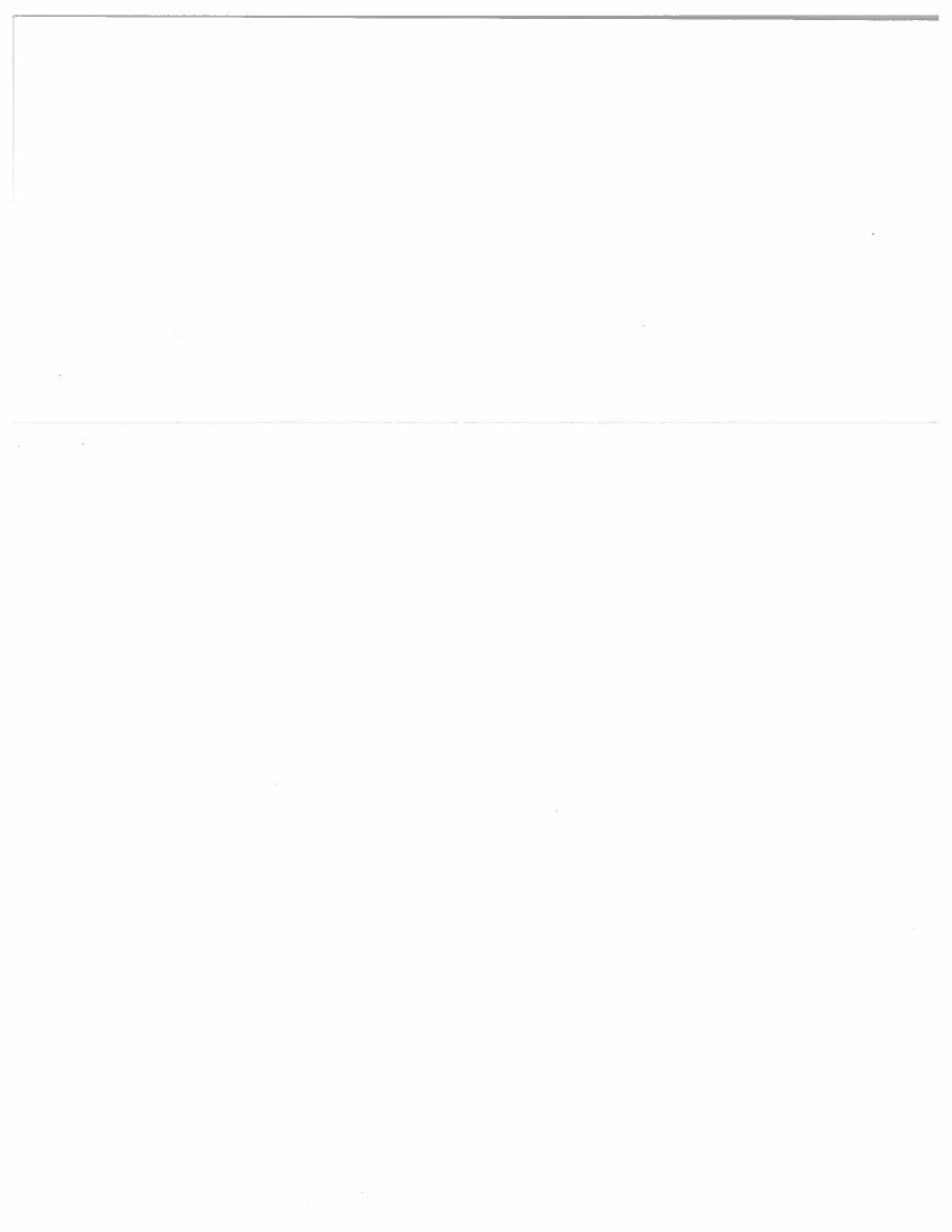
- Set up programs for superintendents that have the following characteristics:
 - A safe environment where superintendents can talk openly about real issues.
 - Participants whom they respect and with whom they can learn and build relationships (peers and nonsuperintendents, including businesses executives, academics, former superintendents, stakeholders from their districts).
 - Opportunity for personal learning about the superintendents' own leadership.
 - Practical ideas that connect to the school districts of the superintendents.
- Develop strategies for supporting superintendents by exploring programs offered by different providers and evaluating their approaches to executive leadership training.
- Explore the following possibilities:
 - Superintendent membership organizations
 - Other nonprofits
 - Universities
 - Foundations
 - For-profit companies

Resource 82: Executive Training Programs for School Superintendents

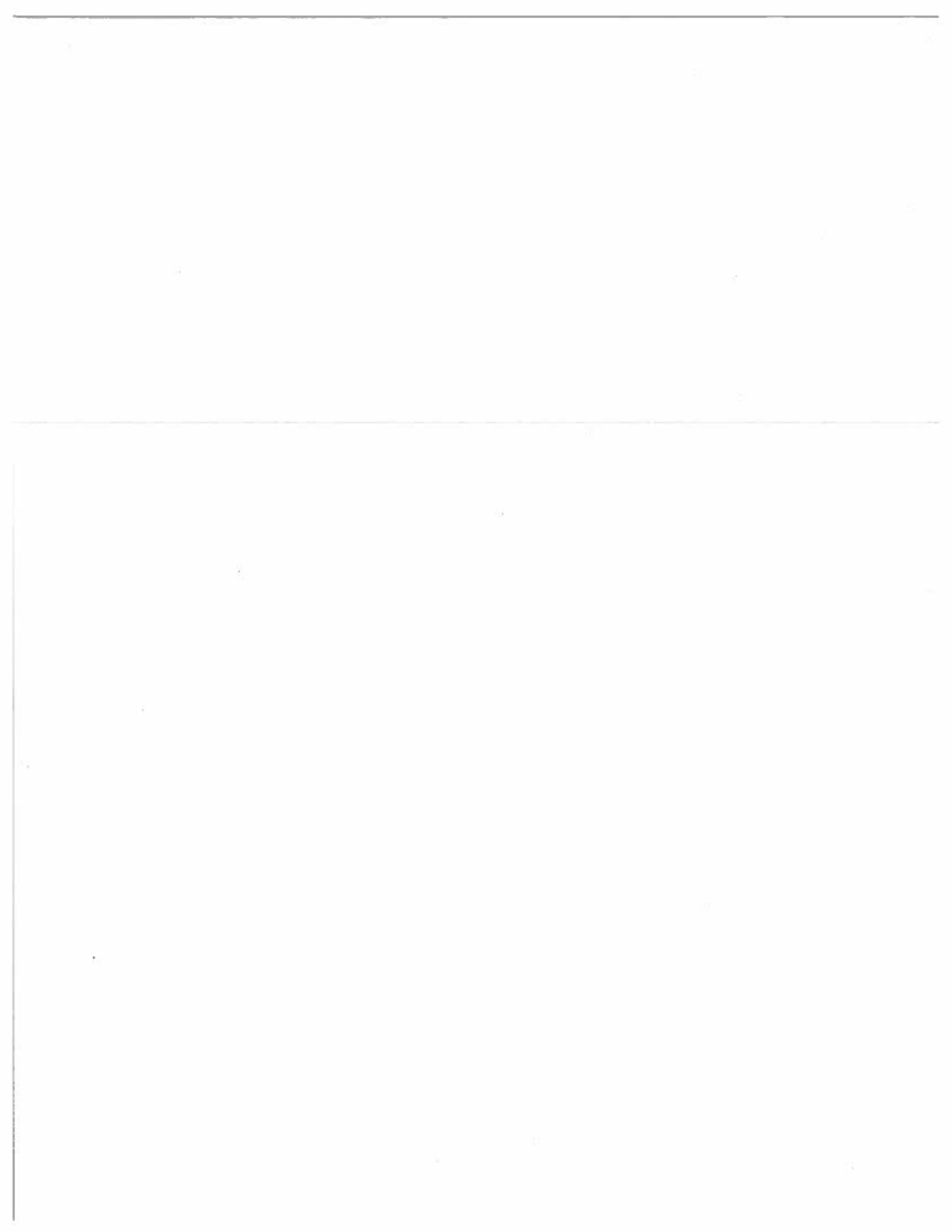
Teitel, L. (2006). *Supporting school system leaders: The state of effective training programs for school superintendents*. New York: The Wallace Foundation. Retrieved October 22, 2007, from <http://www.wallacefoundation.org/NR/rdonlyres/6B0B13AE-C302-43E7-933D-3C50DC442E0B/0/SupportingSchoolSystemLeaders.pdf>

This study describes two dozen executive leadership programs for sitting school system leaders, including the following 16 examples, listed along with links to resources about the programs.

- Superintendent membership organizations
 - Western States Benchmarking Consortium
<http://www.wsbenchmark.org/home.htm>
 - American Association of School Administrators
<http://www.aasa.org/leadership/index.cfm>
- Other nonprofits
 - Aspen Institute



- Aspen Urban Superintendents Network
http://www.aspeninstitute.org/site/c.huLWJeMRKpH/b.2270623/k.5BC4/Urban_Superintendents_Network.htm
- Aspen Institute and New Schools Venture Fund's Entrepreneurial Leaders for Public Education Program
<http://www.aspeninstitute.org/site/apps/nl/content2.asp?c=huLWJeMRKpH&b=2463765&ct=3914803>
- Connecticut Center for School Change
 - Superintendents' Network
http://www.ctschoolchange.org/work_supernet.htm
- Council of the Great City Schools
 - The Nation's Voice for Urban Education
<http://www.cgcs.org/>
- Center for Creative Leadership
 - Program List
<http://www.ccl.org/leadership/programs/summaries.aspx?pageId=839>
- Institute for Educational Leadership
 - The Educational Policy Fellows Program (EPFP)
<http://www.iel.org/epfp/index.html>
- WestEd
 - Leadership Initiative
<http://www.wested.org/cs/we/view/pi/358>
- Universities
 - Harvard Graduate School of Education
 - Change Leadership Group – Works with coaches on school change
<http://www.gse.harvard.edu/~clg/>
 - Public Education Leadership Project – Collaboration of Graduate School of Education and the Business School
<http://www.hbs.edu/pelp/>
 - The Superintendents' Leadership Program – Collaboration of Graduate School of Education and the Kennedy School of Government
<http://www.hno.harvard.edu/gazette/2002/01.10/23-leadership.html>
 - Stanford Educational Leadership Institute
 - Executive Program for Educational Leaders – Collaboration with the Schools of Education and Business
<http://seli.stanford.edu/programs/epel.htm>
- Foundations
 - Broad Foundations



- Supports work of superintendents with innovative strategies
<http://www.broadfoundation.org>
- The Schlechty Center for Leadership in School Reform
 - In collaboration with BellSouth Foundation
<http://www.schlechtycenter.org/index.asp>
- For-profit companies
 - Educational Research & Development Institute (ERDI)
 - Convenes panel of superintendents to discuss important issues
<http://www.erdus.com/>
 - The District Management Council (DMC) –
 - Provides long-term strategic management advisory service for school superintendents
<http://www.dmcouncil.com/>

Resource 83: Stanford Educational Leadership Institute (SELI) Programs for Superintendents

Stanford Educational Leadership Institute. (2005). *Programs*. Stanford, CA: Stanford University. Retrieved October 22, 2007, from <http://seli.stanford.edu/programs/index.htm>

Stanford Educational Leadership Institute through a collaboration with Stanford University's School of Education, Graduate School of Business, and School Redesign Network, offers three programs to support district-level educational leadership: Executive Program for Educational Leaders (EPEL), Superintendent Fellows Program, and Leadership Study Tours. These programs are described on this website.

Strategy 13: Recruit and Train Nontraditional Candidates

One strategy for hiring high-quality school superintendents is to recruit and train nontraditional candidates.

Resource 84: The Broad Academy

The Broad Center for the Management of School Systems. (2007, January 11). *Senior military officials, education leaders and business executives chosen for national training to become urban public school superintendents* [Press release]. Los Angeles, CA: Author. Retrieved October 22, 2007, from http://broadacademy.org/pdf/070108_TBA_2007.pdf

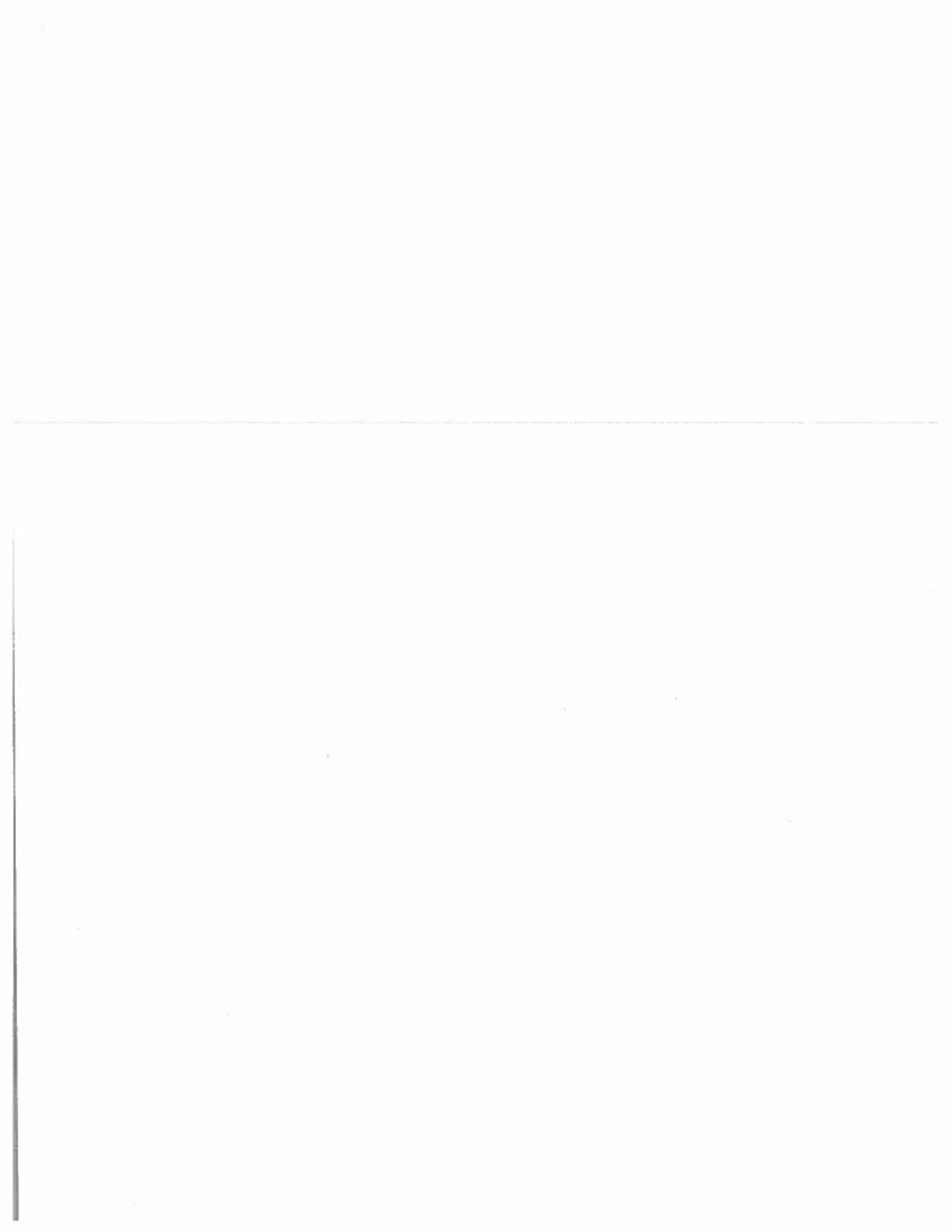
The Broad Center for the Management of School Systems. (n.d.). *The Broad Academy* [Website]. Retrieved October 22, 2007, from <http://broadacademy.org/>

The site describes the Broad Academy's program for recruiting and training nontraditional candidates to become urban school district superintendents. According to the website, the Broad Academy is "a rigorous 10-month executive management program designed to prepare CEOs and senior executives from business, nonprofit, military, government and education backgrounds to lead urban public school systems. Participants keep their current jobs while attending The Academy. All tuition and travel costs are covered by The Academy. We expect to place Academy graduates into superintendent or senior cabinet level positions within 18 months after completing the program. Our fast-growing alumni network and support system are designed to ensure that graduates succeed in their new roles in urban education."

Resource 85: The Broad Residency in Urban Education

The Broad Center for the Management of School Systems. (n.d.). *The Broad Residency in Urban Education* [Website]. Retrieved October 22, 2007, from <http://www.broadresidency.org/>

This website outlines the Broad Residency in Urban Education program, which trains future urban school system leaders, and describes the residency as "a two-year management training program for talented emerging executives seeking to ultimately become leaders in education reform. Designed for graduates from the top business, law and public policy schools who have at least four years of work experience in the private and nonprofit sectors, The Broad Residency places participants immediately in managerial positions in the central operations of urban school districts and in charter management organizations (CMOs)."



Real-Life Example 1:

The First Ring Leadership Academy Develops Highly Qualified Leaders for Cleveland's 13 First Ring Districts

Deciding to develop their own school leaders, the superintendents in Cleveland's 13 First Ring Suburbs, in collaboration with Cleveland State University, created a leadership academy for aspiring principals to develop and retain highly skilled leaders who, with appropriate training and support, could help their communities overcome current challenges, including high poverty, student mobility, low academic achievement, and unacceptable achievement gaps between minority and white students.

The First Ring Leadership Academy began with its first cohort in 2003. A critical shortage of qualified school principals and the need to train candidates in principal preparation programs aligned with district needs in Cleveland inspired this one-of-a-kind collaboration. The mission of The First Ring Leadership Academy is to recruit, train, and retain school leaders who can meet the challenges unique to First Ring school districts in order to increase the region's capacity for school leadership and reform. To achieve these goals, the 13 district superintendents committed to share openly the program's graduates across districts and to be actively involved and supportive with time and financial resources.

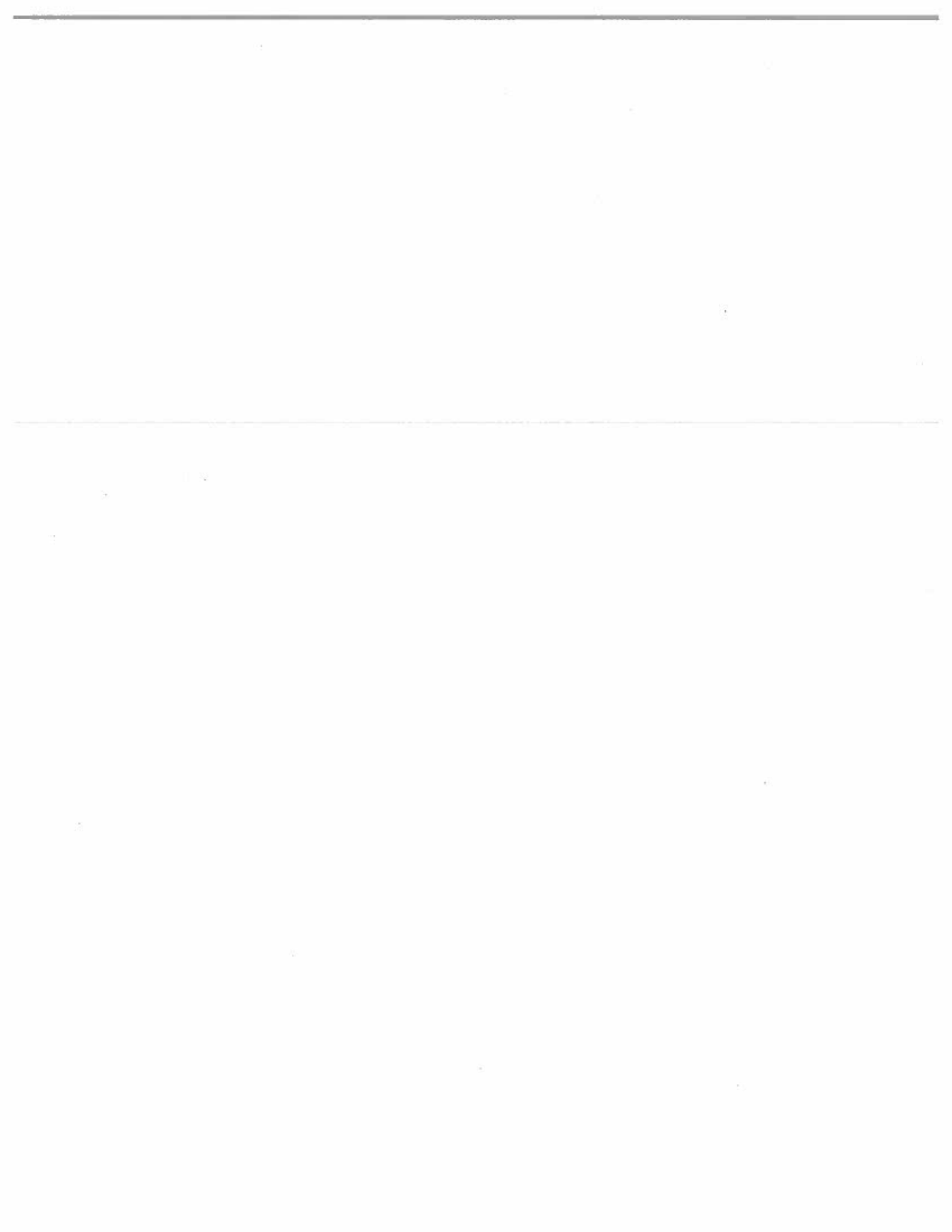
The Academy's program is structured according to the following characteristics:

- It is cohort-based to provide a network of support.
- It uses a performance-based curriculum to ensure that leaders master the skills.
- It emphasizes practice-based experiences to make sure candidates have real district and school context in which to apply learning.
- Candidates, who have the desire and commitment, are nominated by their superintendents for the program.
- The program is customized to each participant's academic and experiential needs.

The program's progress is being tracked by a long-term study, but early findings suggest that principals from this program feel less isolated and more prepared for their job.

Benefits from an innovative program like The First Ring Academy include the following:

- Sharing resources across districts.
- Increased understanding of regional challenges.
- Building a leadership pipeline.
- Decreasing principal turnover.
- An effective curriculum.
- Creating community.
- New innovative practices.



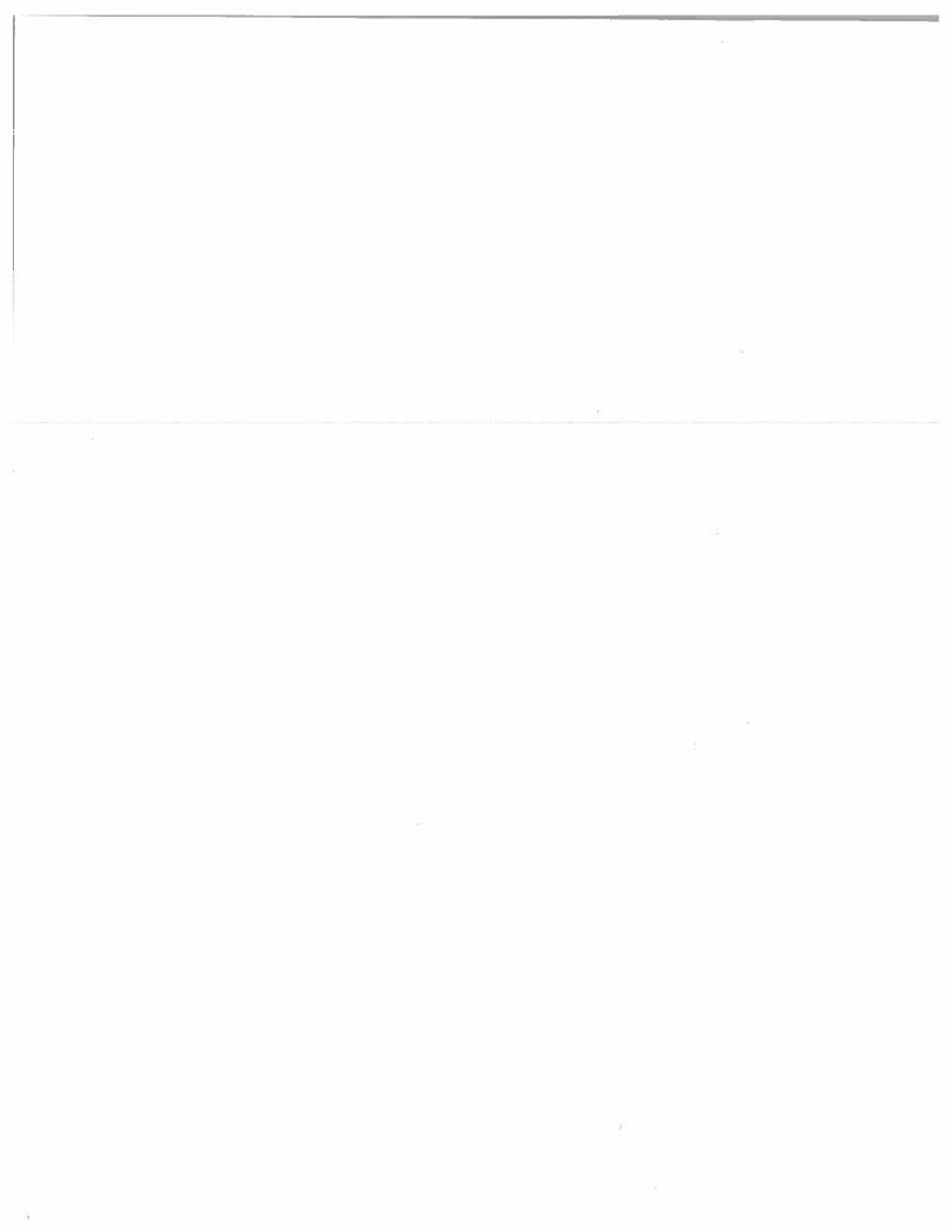
The First Ring Leadership Academy is trying new ways to recruit, train, and retain exemplary school leaders.

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Real-Life Example 2:

The Broad Academy Recruits and Trains Nontraditional Candidates to Become Urban Public School Superintendents

The Broad Academy, “a 10-month executive management program that trains top executives from military, business, nonprofit, government, and education backgrounds to lead urban public school districts,” is the only program in the country that “recruits and trains nontraditional candidates to become superintendents,” according to the introduction on their website (The Broad Center for the Management of School Systems, n.d.).

Participants in The Broad Academy “keep their current jobs and attend seven extended-weekend training sessions covering CEO-level skills in education, finance, management, operations and organizational systems” (The Broad Center, 2007, p. 2). Sessions in 2007 will be held in Los Angeles, Long Beach, New Orleans, Chicago, New York, Houston, and San Francisco. Tuition, travel, and all program expenses are covered by the Broad Center. In addition, “at the conclusion of the program, The Broad Center will help place participants in urban school districts as superintendents and senior executives” (The Broad Center, 2007, p. 2)

The Class of 2007 is the sixth to be trained by The Broad Academy. The program has been successful in that 60 percent of the graduates of the first five classes have been hired as superintendents or school district executives or promoted into those positions. Furthermore, “nine out of ten graduates from the first four classes are still working in the same, similar, or higher positions” (The Broad Center, 2007, p. 2)

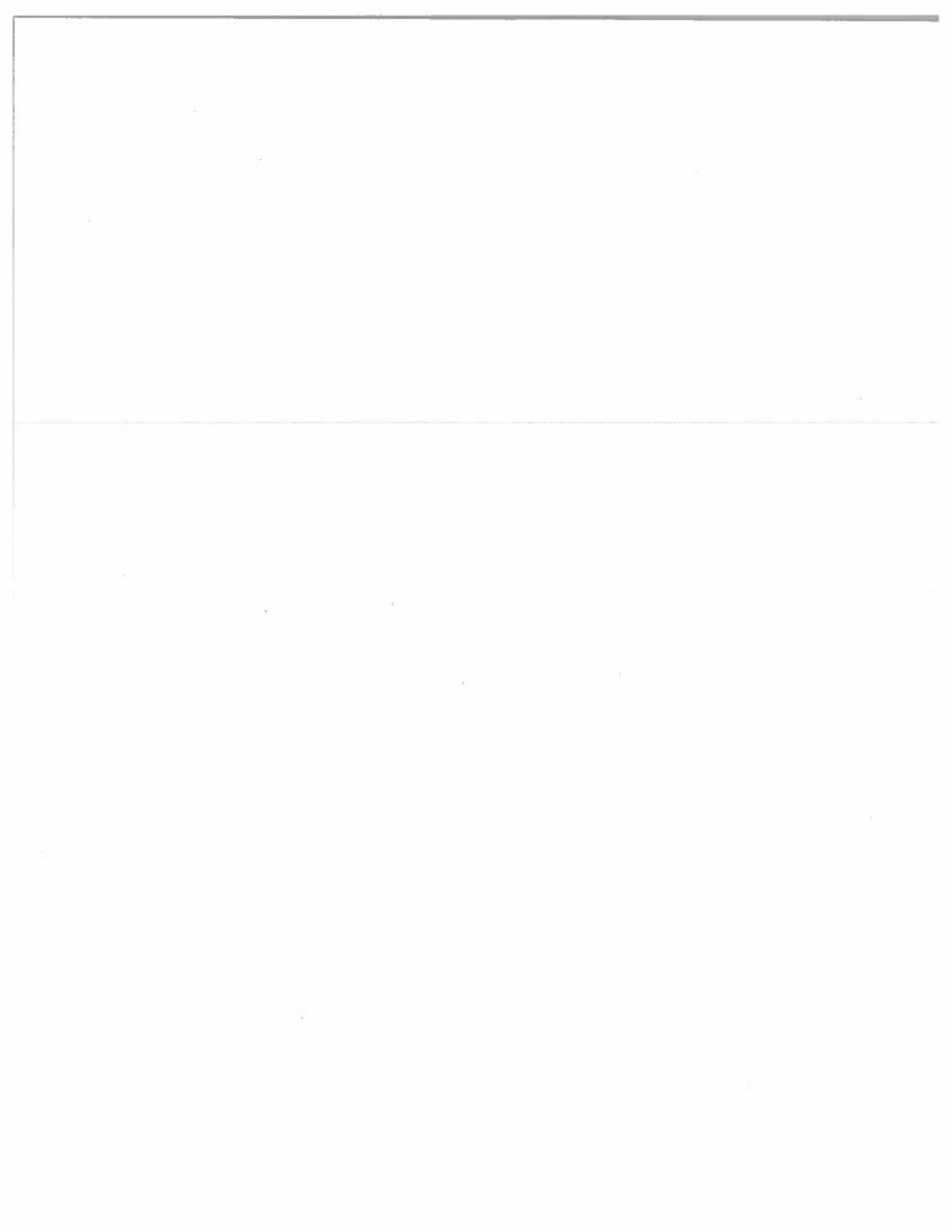
The graduates who have served as superintendents for two or more years have already demonstrated district gains in math and reading. For instance, “nearly three out of four have improved their districts’ historical performance and are outperforming comparison groups in raising overall achievement in elementary, middle and high school reading and math.” In addition, “the majority are outperforming comparison groups in reducing income and ethnic achievement gaps” (The Broad Center, n.d.).

The Broad Academy is a real-life successful example of training nontraditional candidates for educational leadership positions.

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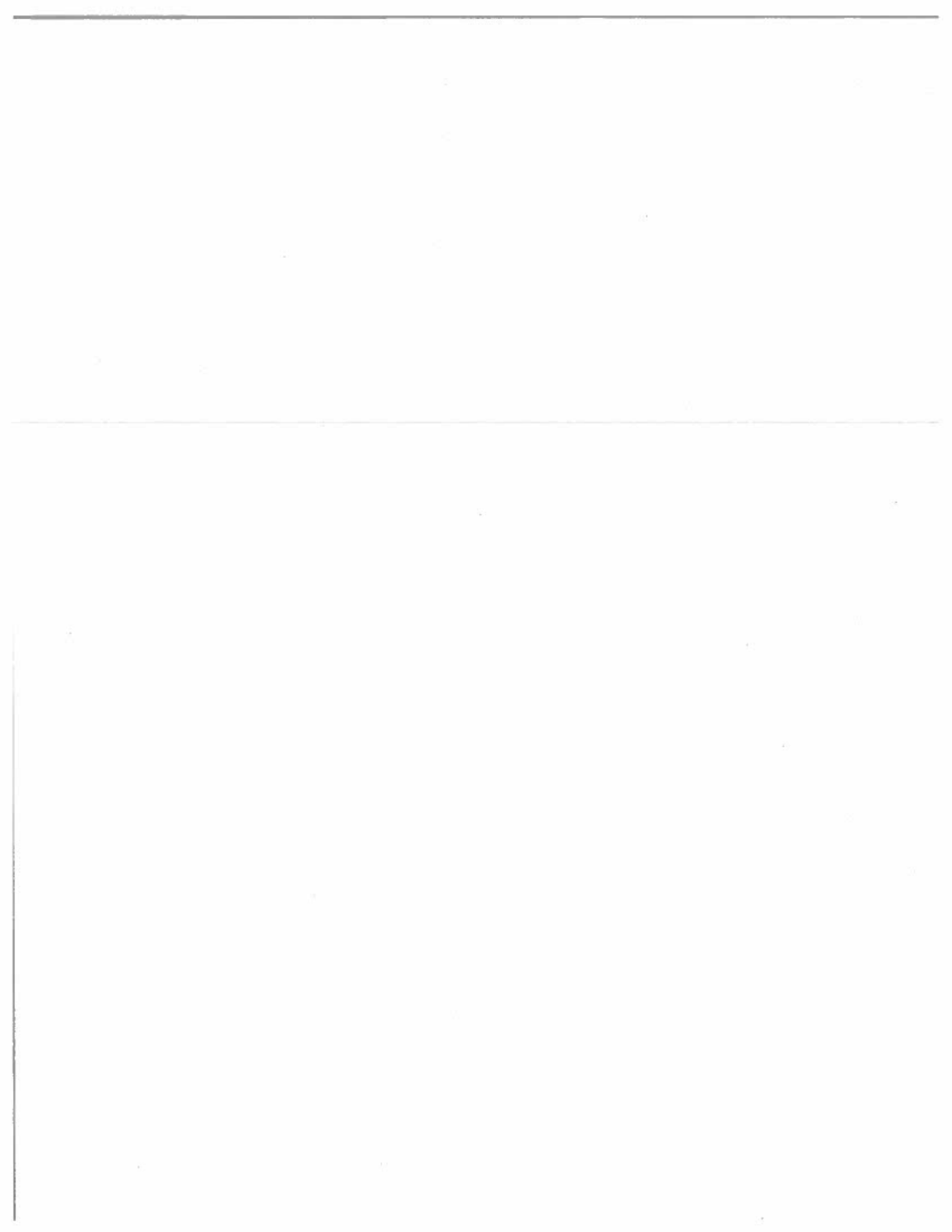


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Additional Resources

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